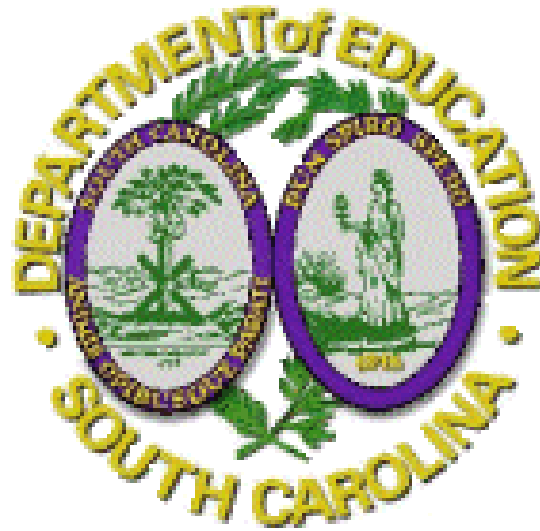


ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality**



School Year 2003 – 2004

School: Allendale-Fairfax High School

FOCUS AREAS

Leadership and Governance

Curriculum and Instruction

Professional Development

Performance



ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality**

Division of Professional Development and School Quality



Leadership and Governance

School Year 2003 – 2004

School: Allendale-Fairfax High School

FOCUS AREA: Leadership and Governance		
Number L&G 1	Reference 59-18- 300	STANDARD: The school evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.1	59-18- 110	<p>School policies or procedures are designed to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> There are some local policies or procedures that address alignment of state and local standards and assessments with state standards and assessment.</p> <p><input type="checkbox"/> Policies or procedures exist that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments; however, they are not being followed.</p> <p><input type="checkbox"/> There are no policies or procedures on the local level that support academic achievement standards by aligning local standards and assessments to state standards and assessments.</p>	<p><input type="checkbox"/> The school leadership must review, revise, and/or modify existing policies or procedures to support the use of academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessments to state standards and assessments.</p> <p><input type="checkbox"/> The school leadership must take immediate action to enforce existing policies or procedures that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments.</p> <p><input type="checkbox"/> The school leadership must develop policies and procedures to support the use of the academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessment to state standards and assessments.</p>	<p>Office of Governmental Affairs</p> <p><input type="checkbox"/> Provide models for policies and procedures.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker services through the South Carolina School Board Association to</p> <ul style="list-style-type: none"> • provide an annual policy workshop or policy review with the board; • review the Board’s policies prior to adoption; • review all new or revised policies formally adopted by the board for content, format, and legal compliance; and • provide sample policies upon request. <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.2	59-18- 900	<p>The principal, in conjunction with the school improvement council (SIC), has written a narrative response to the annual report card that articulates the school’s progress. The narrative cites the specific factors or activities that support progress and the barriers that inhibit progress.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p> <input checked="" type="checkbox"/> The SIC did not participate in the written narrative response to the annual report card.</p> <p> <input checked="" type="checkbox"/> The narrative response does not address the specific factors or activities that support school progress and the barriers that inhibit progress.</p> <p><input type="checkbox"/> There is no written narrative response to the annual report card.</p>	<p><input type="checkbox"/> The principal, in conjunction with the SIC, must revise and redistribute the narrative response to the annual report card.</p> <p><input type="checkbox"/> The school leadership must attend the SCSIC training session on writing the annual report.</p> <p><input checked="" type="checkbox"/> The principal, in conjunction with the SIC, must revise the existing narrative to address the specific factors or activities that support progress and the barriers that inhibit progress.</p> <p><input type="checkbox"/> The principal, in conjunction with the school SIC, must develop a written narrative response to the annual report card.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide the training session “Writing the Annual School Summary Report,” which includes</p> <ul style="list-style-type: none">• Report purpose;• Steps to writing the report; and• Samples and information display. <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input checked="" type="checkbox"/> Provide guidance to the principal and the SIC in writing the written narrative response.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.3	59-18- 110	<p>► The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated on the basis of priorities identified in the district strategic plan or school renewal plan.</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district’s policies or procedures do not ensure the identification and provision of resources to strengthen the quality of teaching and learning in the classroom.</p> <p><input type="checkbox"/> District funds are not allocated on the basis of priorities identified in the district strategic plan or the school renewal plan.</p> <p><input type="checkbox"/> Policies and procedures exist but are not being followed.</p> <p><input type="checkbox"/> The district has no written policies or procedures for this indicator.</p>	<p><input type="checkbox"/> The district staff must revise existing policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance.</p> <p><input type="checkbox"/> The district staff must review and revise its existing funding procedures to ensure appropriate allocation to needs identified in the district strategic plan or the school renewal plan.</p> <p><input type="checkbox"/> The district staff must take immediate action to ensure existing policies and procedures are being followed.</p> <p><input type="checkbox"/> The district staff must develop written policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance.</p>	<p>Office of Governmental Affairs</p> <p><input type="checkbox"/> Provide models for policies and procedures.</p> <p><input type="checkbox"/> Provide research to assist districts with making quality decisions relating to policies and procedures.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker a workshop on writing policies and procedures.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p><input type="checkbox"/> Broker services through the South Carolina School Boards Association to</p> <ul style="list-style-type: none"> • provide an annual policy workshop or policy review with the board; • review all new or revised policies formally adopted by the local board for content, format, and legal compliance; and • provide sample policies upon request.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.4	59-18- 700	<p>Policies or procedures specify that local instructional materials reflect the substance and level of performance outlined in the state standards, and these policies are being followed.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district has policies or procedures, but they are insufficient to accomplish the evaluation of the system.</p> <p><input type="checkbox"/> Policies and procedures exist but are not being followed.</p> <p><input type="checkbox"/> There are no policies or procedures that address the evaluation of the district’s system of implementation or the efficiency and effectiveness of the academic improvement efforts.</p> <p><input type="checkbox"/> Teachers do not have the instructional materials they need to implement the curriculum.</p>	<p><input type="checkbox"/> The district/school leadership must review and revise and/or modify existing policies and procedures to adequately address the evaluation of its system of implementation and the efficiency and effectiveness of the academic improvement efforts.</p> <p><input type="checkbox"/> The district/school leadership must ensure that existing policies are complete and that instructional materials comprehensively reflect the substance and level of performance outlined in the state standards.</p> <p><input type="checkbox"/> The district/school leadership must provide written assurances that articulate how existing policies and procedures will be followed.</p> <p><input type="checkbox"/> The district/school leadership must develop policies or procedures specifying that local instructional materials reflect the substance and level of performance outlined in the state standards.</p> <p><input type="checkbox"/> The district/school leadership must ensure that teachers have the instructional materials they need to successfully implement the curriculum.</p>	<p>Office of Governmental Affairs</p> <p><input type="checkbox"/> Provide models for policies and procedures.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker a workshop on writing procedures.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.5	59-1-440	<p>A system is in place to ensure that priority during the school day is given to teaching and learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> A system is in place; however, it is not effective.</p> <p><input type="checkbox"/> A system is in place; however, it is not being followed.</p> <p><input type="checkbox"/> Instructional time is not maximized.</p> <p><input type="checkbox"/> Classroom interruptions are not kept to a minimum.</p> <p><input type="checkbox"/> The school does not have a system that ensures that the priority during the school day is teaching and learning.</p> <p><input type="checkbox"/> Priority is not given to teaching and learning.</p>	<p><input type="checkbox"/> The school leadership must revise and/or modify the existing system to ensure that it protects instructional time and establishes teaching and learning as a priority.</p> <p><input type="checkbox"/> School leadership must take steps to ensure that the system that maximizes teaching and learning opportunities and protects classroom-learning time is being fully implemented.</p> <p><input type="checkbox"/> School leadership must establish a system that maximizes teaching and learning opportunities and protects classroom-learning time.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 1.6	59-1-440	<p>The school's master schedule provides maximum time for teaching and learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The master schedule is generally supportive of teaching and learning; however, modifications could be made to improve its overall effectiveness.</p> <p><input type="checkbox"/> The school's master schedule does not maximize opportunities for teaching and learning.</p>	<p><input type="checkbox"/> The school leadership must revise and/or modify the existing schedule to ensure that it maximizes time for teaching and learning.</p> <p><input type="checkbox"/> The school leadership must implement a schedule that maximizes time for teaching and learning.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance

Number L&G 2	Reference 59-24-30	STANDARD: School administrators have individual professional growth plans, with annual updates, to support their individual growth and district and school needs as defined by the district’s strategic plan and the school’s renewal plan.
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Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 2.1	59-24-40	<p>Individual professional growth plans for <u>principals</u> are developed using the State Board of Education’s criteria and standards for principal performance.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The principal’s individual professional growth plan does not include all of the required elements or is not aligned with the school renewal plan.</p> <p><input type="checkbox"/> The principal does not have a professional growth plan.</p>	<p><input type="checkbox"/> The professional growth plan for the principal must be reviewed and updated so that it is complete and compliant with the State Board of Education’s criteria and standards for principal performance.</p> <p><input type="checkbox"/> An individual professional growth plan for the principal that it is complete and compliant with the State Board of Education’s criteria and standards for principal performance must be created immediately.</p>	<p>Office of School Leadership</p> <p><input type="checkbox"/> Provide assistance with the development of individual professional development plans.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 2.2	59-24-30	<p>All <u>other school administrators</u> have an ongoing individual professional development plans with annual updates that are appropriate to their role or position and are aligned with the school renewal plan.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The professional development plans are not appropriate to the administrator’s duties or are not aligned to the school renewal plan.</p> <p><input type="checkbox"/> The professional development plans are on file but are not being implemented.</p> <p><input type="checkbox"/> School administrators other than the principal do not have professional development plans.</p>	<p><input type="checkbox"/> The individual professional development plan(s) for school administrator(s) must be updated or modified to ensure that it is appropriate to their role or position and is aligned to the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must take action to implement the professional development plans for all other administrators.</p> <p><input type="checkbox"/> Individual professional development plan(s) for school administrator(s) must be created. The plan(s) must be appropriate to their role or position and aligned to the school renewal plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 3	Reference 59-18- 1300	STANDARD: Principals are involved in the selection, discipline, and dismissal of personnel in their school.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 3.1	59-18- 1300	<p>Local policies or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their school and those policies are followed.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The written policies do not specify procedures for selection, discipline, and dismissal of personnel.</p> <p><input type="checkbox"/> Policies and procedures exist but are not being followed.</p> <p><input type="checkbox"/> The principal is not involved in one of the following areas: selection, discipline or dismissal.</p> <p><input type="checkbox"/> There are no written local policies or procedure that direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their particular schools.</p> <p><input type="checkbox"/> The principal is not involved in the selection, discipline and dismissal of personnel in their school.</p>	<p><input type="checkbox"/> The district leadership must review and revise and/or modify policies and procedures to direct the active involvement of principals in the selection, discipline, and dismissal of personnel in their schools.</p> <p><input type="checkbox"/> The district leadership must articulate a written plan to ensure that principals comply with existing policies and procedures regarding the selection, discipline, and dismissal of personnel in their schools.</p> <p><input type="checkbox"/> The district leadership must develop policies or procedures to direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools.</p> <p><input type="checkbox"/> The principal must become actively involved in the selection, discipline, and dismissal of personnel in their schools.</p>	<p>Office of Governmental Affairs</p> <p><input type="checkbox"/> Provide models for policies and procedures.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide training for principals through the Leadership Academy.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker services for writing procedures.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 4	Reference 59-139- 10	STANDARD: The school has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative.* *This standard should be reviewed only for schools serving students in kindergarten through grade three.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 4.1	59-139- 10	<p>► The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district and these initiatives are being fully implemented.</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district strategic plan includes an early childhood initiative; however, this initiative is not being fully implemented.</p> <p><input type="checkbox"/> The early childhood initiative does not include a half-day program for four-year-olds.</p> <p><input type="checkbox"/> The early childhood initiative does not include a parenting program.</p> <p><input type="checkbox"/> The early childhood initiative does not include early childhood assistance</p>	<p><input type="checkbox"/> The district must revise the early childhood initiative found in the district strategic plan, ensuring that it integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district.</p> <p><input type="checkbox"/> The district leadership must take action to ensure that the early childhood initiative is being implemented in accordance with the plan.</p>	<p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Provide a workshop on recruiting parents of children who qualify for early childhood programs.</p> <p><input type="checkbox"/> Provide guidance in selecting approved parent education programs offered to parents of children who qualify for early childhood assistance.</p> <p><input type="checkbox"/> Provide training in appropriate early childhood practices and parenting programs.</p> <p><input type="checkbox"/> Provide training for the screening and identification process as well as targeting academic assistance.</p> <p><input type="checkbox"/> Provide guidance for professional staff to use community outreach for recruitment practices.</p> <p><input type="checkbox"/> Provide guidance for staff to use community agencies for collaboration in identifying students.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<div><input type="checkbox"/> The district strategic plan does not include an early childhood initiative.</div> <div><input type="checkbox"/> Early childhood initiatives are not being implemented.</div>	<div><input type="checkbox"/> The district must develop and implement an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district.</div>	<div><input type="checkbox"/> Visit, monitor, and evaluate the early childhood programs regularly and provide feedback to the district.</div> <div><input type="checkbox"/> Provide administrators with training in using the early childhood evaluation instrument.</div> <div><input type="checkbox"/> Provide workshops to review compliance requirements.</div> <div><input type="checkbox"/> Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.</div> <div><input type="checkbox"/> Provide a workshop on Title I guidelines for parenting programs and staff training.</div> <div><input type="checkbox"/> Provide guidance in coordinating funds from state and federal sources.</div> <div>Office of Curriculum and Standards<div><input type="checkbox"/> Provide information on coordination of federal funds.</div></div> <div>Office of School Quality<div><input type="checkbox"/> Provide or broker services to assist in writing district strategic plans.</div><div><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</div></div>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 4.2	59-139- 10	<p>The school leadership will design and implement a developmentally appropriate curriculum model from pre-school through grade three, based on a needs assessment and on strategies found to be effective in research.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The pre-school through third grade curriculum is not based on the needs of the students in that the school and/or is not based on strategies found to be effective in research.</p> <p><input type="checkbox"/> The pre-school through third grade curriculum is appropriate and uses sound research-based strategies. However, it is not being implemented as written.</p> <p><input type="checkbox"/> The school does not have a curriculum for grades pre-school through third grade.</p>	<p><input type="checkbox"/> The school leadership must review and revise the curriculum for grades pre-school through grade three to ensure that it is based on a needs assessment and on strategies found to be effective in research.</p> <p><input type="checkbox"/> The school leadership must take action to ensure that the approved pre-school through grade three curriculum is being fully implemented in the classroom.</p> <p><input type="checkbox"/> The school leadership must design and implement a developmentally appropriate curriculum model for pre-school through grade three, based on a needs assessment and on strategies found to be effective in research.</p>	<p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Provide a workshop on appropriate curriculum models for pre-school through grade three.</p> <p><input type="checkbox"/> Visit, monitor, and evaluate the curriculum models for pre-school through grade three.</p> <p><input type="checkbox"/> Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide professional development for Standards in Practice.</p> <p><input type="checkbox"/> Provide professional development for curriculum calibration.</p> <p><input type="checkbox"/> Provide professional development in how to review curricula with a focus on data.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 5	Reference 59-139- 10	STANDARD: The school has established academic assistance initiatives for all grade levels.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 5.1	59-139- 10	<p>The school has an academic assistance initiative to support students with academic difficulties in all grades (pre-school through grade twelve) so that they are able to progress academically with their peers. Options may include</p> <ol style="list-style-type: none"> Extended-day and/or weekend programs; Extended school year; Tutorial programs; Floating teachers assigned to work with students who have academic difficulties; and Alternatives to the above options. <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has an academic assistance initiative intended to support students with academic difficulties; however, it is not being implemented appropriately.</p> <p><input type="checkbox"/> The school does not have an academic assistance initiative for the grade levels it serves.</p>	<p><input type="checkbox"/> The school leadership must review and revise and/or modify the existing academic assistance initiative to better support students with academic difficulties so that they are able to progress academically with their peers.</p> <p><input type="checkbox"/> The school leadership should consider adding the following initiatives to the academic assistance program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended-day and/or weekend programs <input type="checkbox"/> Extended school year <input type="checkbox"/> Tutorial programs <input type="checkbox"/> Floating teachers are assigned to work with students who have academic difficulties <p><input type="checkbox"/> The school leadership must provide an appropriate academic assistance initiative designed to enable students having academic difficulties to progress academically with their peers.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide suggestions and guidance for the implementation of effective academic assistance initiatives.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker services to help the school establish an academic assistance initiative.</p> <p><input type="checkbox"/> Provide assistance in finding new and innovative programs that might be used for supporting students with academic assistance.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 5.2	59-18- 1910	<p>The school provides a homework center for all students which functions beyond regular school hours.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a homework center, but it is not available for all students or does not function beyond regular school hours.</p> <p><input checked="" type="checkbox"/> There is no homework center.</p>	<p><input type="checkbox"/> The school must modify homework center operations to include all students.</p> <p><input type="checkbox"/> The school must ensure that a homework center is opened beyond the regular school day.</p> <p><input checked="" type="checkbox"/> The school leadership must establish a homework center which functions beyond the regular school hours to serve all students.</p>	<p>Office of Safe Schools and Youth Services</p> <p><input checked="" type="checkbox"/> Provide information on best practices for homework centers.</p> <p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 5.3	59-18- 1910	<p>Instruction and assistance in the homework center is tailored to the specific needs of individual students.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some homework center activities are tailored to individual students, but a system does not exist to ensure that individual student needs are being met consistently.</p> <p><input type="checkbox"/> Homework center activities are not tailored to individual student needs.</p> <p><input checked="" type="checkbox"/> There is no homework center.</p>	<p><input type="checkbox"/> The school leadership must review current instructional practice in the homework center to ensure that students are receiving instruction that is specifically developed to address their individual needs.</p> <p><input checked="" type="checkbox"/> Develop and implement a plan to offer a homework center that offers instruction and academic assistance to match the specific needs of individual students.</p>	<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Provide information on best practices for homework centers.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor alignment of the after-school program with the school renewal plan.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 6	Reference 59-18- 500	STANDARD: Schools have academic plans for individual students who are lacking the skills to perform at current grade levels. The plans were developed using EAA guidelines for academic plans for students (APSs).* *This standard should be reviewed only for schools serving students in grades three through eight.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.1	59-18- 500	<p>► The district has a policy for Academic Plans for Students that is consistent with state APS Guidelines. The policy and procedures are disseminated to all parents (grades 3-8) and is understood by all faculty members.</p> <p>► (District Driven Indicator) Findings: <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The district has a policy for Academic Plans for Students. However, it is not consistent with APS Guidelines. <input type="checkbox"/> The district APS policy was not disseminated to parents of students in grades 3-8. <input type="checkbox"/> The school faculty cannot articulate the process for Academic Plans for Students in their school. <input type="checkbox"/> The district policy for Academic Plans for Students is not being followed. <input type="checkbox"/> The district does not have a policy for Academic Plans for Students. </p>	<ul style="list-style-type: none"> <input type="checkbox"/> The district APS policy must be modified to ensure that it complies with APS Guidelines. <input type="checkbox"/> The district/school leadership must provide immediate dissemination of the APS guidelines to qualifying students and their parents/guardians. <input type="checkbox"/> The school leadership must take immediate action to educate all faculty members about the APS program. <input type="checkbox"/> The district leadership must immediately construct and implement APS guidelines. 	<p>Office of Curriculum and Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide assistance for the school/ district in reviewing the State’s guidelines for academic plans for students. <input type="checkbox"/> Provide a workshop on formulating a strategy for the systemic use of academic plans. <input type="checkbox"/> Provide suggestions and guidance for the implementation of effective academic plans. <input type="checkbox"/> Provide assistance on developing and implementing a policy and procedures relating to students with limited English proficiency (LEP). <p>Office of School Quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.2	59-18- 500	<p>The school notifies parents/guardians of students needing an APS in an appropriate and timely manner.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school notified some, but not all parents/guardians of students needing an APS in an appropriate and timely manner.</p> <p><input type="checkbox"/> The school does not have a system to ensure that all parents/guardians of students needing an APS are notified in an appropriate and timely manner.</p> <p><input type="checkbox"/> No parents of students needing an APS were notified.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system that ensures that all parents/guardians of students needing an APS are notified in an appropriate and timely manner.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide assistance for the school/district in reviewing the State’s guidelines for student academic plans.</p> <p><input type="checkbox"/> Assist the school/districts with the development and writing of policies and procedures related to academic plans.</p> <p><input type="checkbox"/> Provide suggestions and guidance for the implementation of an effective program for academic plans for students.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.3	59-18- 500	<p>The school includes students along with parents and appropriate school personnel in the APS conference ensuring that the APS is tailored to the specific needs of the student.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Parents/guardians of students needing an APS do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> Students needing an APS do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> Appropriate school faculty do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> The APS is not tailored to the specific needs of the student.</p> <p><input type="checkbox"/> The school does not include students along with parents and appropriate school personnel in the APS conference.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system to ensure that parents, students and appropriate faculty fully participate in APS conferences and the APS is tailored to the specific student’s needs.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information and technical assistance for the school/district to outline the implementation of the academic plan process.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.4	59-18- 500	<p>Academic plans are monitored quarterly, and there is a method for notifying parents of ongoing progress. Appropriate action is taken when students are not making expected progress.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> All academic plans are monitored; however, they are not reviewed quarterly.</p> <p><input type="checkbox"/> Some but not all academic plans are reviewed quarterly.</p> <p><input type="checkbox"/> Academic plans are reviewed quarterly; however, parents are not notified of ongoing progress.</p> <p><input type="checkbox"/> Academic plans are monitored quarterly; however, no action is taken when students are not meeting expected progress.</p> <p><input type="checkbox"/> Academic plans are not monitored quarterly.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system that ensures all APSs are reviewed at least quarterly, parents are notified of the results of the review, and appropriate action is taken when students are not meeting expected progress.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.5	59-18- 500	<p>Students not meeting grade level standards at the end of their first APS year are notified—at that time—that they will be on academic probation in their second APS year and action is taken to assist the student in meeting their APS goals.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Students not meeting grade level standards at the end of their first APS year are placed on academic probation. However, they are not formally notified of their status.</p> <p><input type="checkbox"/> Some students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year.</p> <p><input type="checkbox"/> Most students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year.</p>	<p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their first APS year are notified in writing that they will be on academic probation in their second APS year.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.6	59-18- 500	<p>Students not meeting grade level standards at the end of their second APS year (or second APS summer school if applicable) are notified—at that time—that they will be retained, and action is taken to assist the student in meeting their APS goals.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Students not meeting grade level standards at the end of their second APS year are retained; however, they are not formally notified in advance of their status.</p> <p><input type="checkbox"/> Some students not meeting grade level standards at the end of their second APS year are not retained.</p> <p><input type="checkbox"/> No action is taken to assist students who are retained in meeting their APS goals.</p> <p><input type="checkbox"/> Most students not meeting grade level standards at the end of their second APS year are not retained.</p>	<p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their second year are retained, and action is taken to assist these students in meeting their APS goals.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.7	59-18- 500	<p>All second year APS students are required to attend summer school or a comprehensive remediation program that meets EAA APS standards.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some second year APS students do not attend a comprehensive remediation program or summer school.</p> <p><input type="checkbox"/> All second year APS students attend a summer school or comprehensive remediation program, however, the program does not meet EAA APS standards.</p> <p><input type="checkbox"/> Most second year APS students do not attend a comprehensive remediation program or summer school.</p> <p><input type="checkbox"/> No summer school or comprehensive remediation program is available to second year APS students.</p>	<p><input type="checkbox"/> The school leadership must immediately modify their summer school or comprehensive remediation program to ensure that it meets EAA APS standards.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> second year APS students attend summer school or a comprehensive remediation program that meets EAA APS standards.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.8	59-18- 500	<p>The school/district maintains individualized, accurate and complete records of APSs in students’ permanent records and forwards this information when a student transfers to another school.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some APS student records were not accurate or complete.</p> <p><input type="checkbox"/> Records were complete but were not transferred when the student transferred.</p> <p><input type="checkbox"/> Most APS student records were not accurate or complete.</p> <p><input type="checkbox"/> The school does not have an established system for maintaining APS records.</p>	<p><input type="checkbox"/> The school leadership must immediately improve their system for maintaining APS records to ensure that they are accurate and complete.</p> <p><input type="checkbox"/> The school leadership must take steps to ensure that all APS records are forwarded to the receiving school when an APS student transfers.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures all APS records are accurate and complete.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Assist school/district in the development of a record-keeping system for academic plans for students.</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 7	Reference 59-18- 1500 59-20-60	STANDARD: The school renewal plan is developed every five years, is coordinated, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.1	59-18- 1500	<p>Principals, parents/guardians, teachers, the SIC, and community members are involved in the annual review and revision of the school renewal plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some, but not all key stakeholders are actively involved in the annual review and revision of the school renewal plan.</p> <p><input type="checkbox"/> There is no documentation to suggest that principals, parents/guardians, teachers, the SIC, and community members were collectively involved in the annual review and revision of the district strategic plan and the school renewal plan.</p> <p><input type="checkbox"/> The school does not have an up-to-date school renewal plan.</p>	<p><input type="checkbox"/> The school leadership must provide professional development with regard to forming collaborative relationships between school and community.</p> <p><input type="checkbox"/> The school leadership must establish written goals and strategies to improve community, parental, and staff involvement in the annual review and revision of the district strategic plan and the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must ensure that all key stakeholders are included in the annual review and revision of the district strategic plan and the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to develop and implement a school renewal plan.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Conduct a weeklong institute (the Cluster School Leadership Academy) in which district-level administrators and representatives from each school within the district work collaboratively to set goals, objectives, strategies, action plans, and timelines for monitoring progress in the following areas: professional development, curriculum, instruction and assessment, supplemental academic programs, and community and parental involvement.</p> <p>Office of Technology</p> <p><input type="checkbox"/> Provide suggestions and guidance on aligning the district technology plan with the district strategic plan and the school renewal plan.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Assist the school with the development of the school renewal plan.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.2	59-139- 10	<p>Assessments of the effectiveness of strategies in the district strategic plan and the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated. (data-driven decisions)</p> <p>Findings:</p> <ul style="list-style-type: none"><input type="checkbox"/> The above indicator is fulfilled.<input type="checkbox"/> The above indicator is partially fulfilled.<ul style="list-style-type: none"><input type="checkbox"/> Some data is used to make decisions on whether strategies should be continued, modified, or terminated. However, data analysis is not routinely used in the decision making process.<input type="checkbox"/> There is no assessment of the effectiveness of strategies in the district strategic plan and/or the school renewal plan.<input type="checkbox"/> There are no data for the assessment of strategies in the district strategic plan and/or school renewal plans.	<ul style="list-style-type: none"><input type="checkbox"/> The school leadership must review the existing assessment plan and revise and/or modify it to include the use of data; the effectiveness of strategies in the district strategic plan and the school renewal plan; provide data regarding the impact of strategies; and indicate whether they should be continued, modified, or terminated.<input type="checkbox"/> The district staff must develop an assessment plan that has an implementation timeline and that uses data to assess the effectiveness of the strategies in the district strategic plan. The assessment plan should use data to determine the impact of the strategies and indicate whether they should be continued, modified, or terminated.<input type="checkbox"/> The school leadership must develop an assessment plan that has an implementation timeline and that uses data to assess the effectiveness of the strategies in the school renewal plan. The assessment plan should use data to determine the impact of the strategies and indicate whether they should be continued, modified, or terminated.	<p>Office of Assessment</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide or broker assistance to establish a procedure for determining the effectiveness of the strategies in the district strategic plan and the school renewal plan. <p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide strategic planning workshops that address planning, implementing, and evaluating the success of the plan.<input type="checkbox"/> Broker consultant services to assist districts with strategic plan evaluation.<input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.3	59-18-1500	<p>► The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan. ► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district strategic plan does not completely address how the district will support and assist the school as it implements the school renewal plan.</p> <p><input type="checkbox"/> The district strategic plan does not define the strategies and support that it will provide to the school to assist in implementing the school renewal plan.</p> <p><input type="checkbox"/> The district does not provide support to the school in implementing the school renewal plan.</p>	<p><input type="checkbox"/> The district must review and revise its strategic plan to ensure that it delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan.</p> <p><input type="checkbox"/> The district must provide support to the school in implementing the school renewal plan</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide strategic planning workshops that address the implementation of district’s school renewal plans.</p> <p><input type="checkbox"/> Broker consultant services to provide planning workshops for writing school renewal plans.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 7.4	59-20-60	<p>The school renewal plan integrates the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school renewal plan does not integrate all aspects of the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p><input type="checkbox"/> The school renewal plan is not aligned with the district strategic plan.</p>	<p><input type="checkbox"/> The school leadership must review, revise, and/or modify the school renewal plan to integrate all aspects of needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker strategic planning workshops that address the integration of needs, goals, objectives, strategies, and evaluation methods found in school renewal plans.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.5	59-139- 10	<p>The school renewal plan is derived from strategies found to be effective by educational research.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some initiatives or actions in the school renewal plan are not derived from strategies found by education research to be effective.</p> <p><input type="checkbox"/> Many of the initiatives or actions in the school renewal plan are not derived from strategies found to be effective by education research</p>	<p><input type="checkbox"/> The school leadership must review, revise, and/or modify the school renewal plan to include strategies found by to be effective by education research.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker or provide workshops on using effective, research-based strategies for developing the district strategic plan and the school renewal plan.</p> <p><input type="checkbox"/> Provide research-based proposals for plans to improve student achievement.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 8	Reference	STANDARD: The school fosters the success of all students by providing a positive, safe environment that is student-centered and has high expectations for all students.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 8.1		<p>The school has established programs that promote intellectual, social, and emotional growth for all students.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has sufficient programs that promote intellectual, social, and emotional growth, but they have limited availability to students.</p> <p><input type="checkbox"/> The school has a limited number of programs that promote intellectual, social, and emotional growth, which are not sufficient for the student population.</p> <p><input type="checkbox"/> There is no evidence that the school has programs in place that promote students’ intellectual, social, and emotional growth.</p>	<p><input type="checkbox"/> The school must enhance existing programs that promote students’ intellectual, social, and emotional growth and ensure that these programs are available to all students.</p> <p><input type="checkbox"/> The school must take immediate action to develop and implement programs that promote students’ intellectual, social, and emotional growth and make those programs available to all students.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 8.2	59-18- 1500	<p>The school has a stated philosophy (mission statement) that is shared by students, faculty, and the administration.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a stated mission statement, but it is not displayed in the school or shared with the students, faculty, and the administration</p> <p><input type="checkbox"/> There is no evidence that the school has a stated mission statement.</p>	<p><input type="checkbox"/> The school leadership must take steps to disseminate the mission statement so that students, faculty, and the administration have a shared understanding of the school's mission.</p> <p><input type="checkbox"/> The school leadership must take immediate action to develop a mission statement that is shared by students, faculty, and the administration and is disseminated throughout the school.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide workshops on the strategic planning process.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 8.3	59-5-65	<p>The school has procedures in place that deal with student misconduct in a prompt and effective manner.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> There are discipline policies in place, but they are limited in effectiveness and/or are not accessible to parents and students.</p> <p><input type="checkbox"/> There is not a system in place to maintain records of disruptive behavior.</p> <p><input type="checkbox"/> The school does not have discipline policies in place.</p>	<p><input type="checkbox"/> The school leadership must modify and implement discipline policies that deal with student misconduct in a prompt and effective manner.</p> <p><input type="checkbox"/> The school leadership must devise a plan to maintain records of disruptive behavior.</p> <p><input type="checkbox"/> The school leadership must take immediate action to develop and implement an effective and accessible discipline plan at the school.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 8.4	59-5-65	<p>The physical condition of the facility is clean, safe, and well-equipped.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input checked="" type="checkbox"/> Overall, the school is clean, safe and well equipped. However, there are some areas that of the school that need attention.</p> <p><input type="checkbox"/> The school is not clean, safe and/or well equipped.</p>	<p><input type="checkbox"/> The district/school leadership must immediately assess all areas of the school and take action to ensure that they are clean, safe, and well-equipped.</p> <p><input checked="" type="checkbox"/> The school/district must take immediate action to develop and implement a plan to improve the condition of the school facility, ensuring that it is always clean, safe, and well-equipped.</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 8.5	59-5-65	<p>The school has written safe school checklist(s) that are routinely used to assess safety strengths and weaknesses, and school staff are prepared to react in an emergency situation.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a written safe schools checklist(s). However, it is not routinely used to assess safety strengths and weaknesses.</p> <p><input type="checkbox"/> The school has a written safe schools checklist(s). However, the staff is not prepared to react in an emergency situation.</p> <p><input type="checkbox"/> The school does not have written safe school checklist(s) that is routinely used to assess safety strengths and weaknesses, and school staff are not prepared to react in an emergency situation.</p>	<p><input type="checkbox"/> The school leadership must routinely use the existing safe school checklist(s) to assess safety strengths and weaknesses.</p> <p><input type="checkbox"/> The school leadership must immediately provide staff with preparedness training and/or drills to ensure that they are adequately prepared to respond to an emergency situation.</p> <p><input type="checkbox"/> The school leadership must take immediate action to develop an emergency action plan and provide an orientation to the plan for students and teachers.</p> <p><input type="checkbox"/> The school leadership must immediately develop, disseminate and implement safe schools checklist(s) to assess safety strengths and weaknesses.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 9	Reference 59-18- 320 59-30-10	STANDARD: Standardized testing is administered in accordance with the requirements of the Education Accountability Act and the school has programs and services in place to assist students who fail the standardized tests.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.1	59-18- 320	<p>*The PACT is administered to <i>all</i> students in grades three through eight.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> It appears that all students are being appropriately tested. However, the school does not have an established system to monitor the testing process.</p> <p><input type="checkbox"/> Teachers are not familiar with the PACT-Alt.</p> <p><input type="checkbox"/> Documents indicate that not all students in grades three through eight were given the PACT or the PACT Alternate Assessment (PACT-Alt).</p> <p>*This indicator should be reviewed only for grades three through eight.</p>	<p><input type="checkbox"/> Before the next testing cycle, the school leadership must provide in-service to teachers regarding the PACT-Alt and how to design appropriate accommodations and/or modifications of students served with IEPs.</p> <p><input type="checkbox"/> The school leadership must establish a system to ensure that the PACT or the PACT-Alt will be administered to all students in grades three through eight.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.2	59-18- 320	<p>*The South Carolina High School Exit Examination is administered to all students beginning in the tenth grade. Students have four opportunities to take and pass the Exit Examination.</p> <p>Findings:</p> <ul style="list-style-type: none"><input type="checkbox"/> Not applicable<input type="checkbox"/> The above indicator is fulfilled.<input type="checkbox"/> The above indicator is partially fulfilled.<ul style="list-style-type: none"><input type="checkbox"/> It appears that all students are being appropriately tested. However, the school does not have an established system to monitor the testing process.<input type="checkbox"/> The South Carolina High School Exit Examination is not administered to all students beginning in the tenth grade and retesting up to four times as necessary.<input type="checkbox"/> Students that fail the Exit Examination are not retested up to four times. <p>*This indicator should be reviewed only for schools serving grades ten and higher.</p>	<ul style="list-style-type: none"><input type="checkbox"/> The school leadership must establish a system that ensures the South Carolina High School Exit Examination is administered to all students beginning in the tenth grade. The system must ensure that students who have not passed the test will be retested.	<p>Office of Assessment</p> <ul style="list-style-type: none"><input type="checkbox"/> Conduct training for district test coordinators on the administration of the Exit Examination<input type="checkbox"/> Provide workshop on how to analyze the data on students who repeat taking the Exit Examination <p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.3	59-30-10	<p>The school has remediation programs to assist those students who score below basic on the PACT.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The remedial programs in place at the school do not address the needs of students who score below basic on the PACT.</p> <p><input type="checkbox"/> The school does not have remedial programs in place to assist those students who score below basic on the PACT.</p> <p>*This indicator should be reviewed only for schools serving grades ten and higher.</p>	<p><input type="checkbox"/> The school leadership must review and revise their remedial programs to ensure that they address the needs of students who score below basic on the PACT.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement remedial programs to assist those students who score below basic on the PACT.</p>	<p>Office of Technology</p> <p><input type="checkbox"/> Provide guidance in selecting appropriate software programs to assist students in remediation.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.4	59-30-10	<p>The school has remedial programs to assist those students who do not pass the South Carolina High School Exit Examination. (Passing the Exit Examination is a condition for receiving a South Carolina high school diploma.)</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The remedial programs in place at the school do not address the needs of students who do not pass the Exit Examination.</p> <p><input type="checkbox"/> The school does not have remedial programs in place to assist those students who do not pass the High School Exit Examination.</p> <p>*This indicator should be reviewed only for schools serving grades ten and higher.</p>	<p><input type="checkbox"/> The school leadership must review and revise their remedial programs to ensure that they address the needs of students who do not pass this exam.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement remedial programs to assist those students who do not pass the High School Exit Examination.</p>	<p>Office of Technology</p> <p><input type="checkbox"/> Provide guidance in selecting appropriate software programs to assist students in remediation.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 10	Reference 59-18- 350	<p>*STANDARD: The school offers state-funded PSAT or PLAN testing.*</p> <p>*This standard should be reviewed only for schools serving students in grade ten and higher.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 10.1	59-18- 350	<p>*High schools give state-funded PSAT or PLAN tests to all tenth-grade students in order to assess and identify curricular areas that need to be strengthened and reinforced.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> All tenth-grade students take the state-funded PSAT or PLAN. However, the results are not used to assess and identify curricular areas that need to be strengthened and reinforced.</p> <p><input type="checkbox"/> There is no documentation to confirm that all tenth-grade students were given the PSAT or PLAN tests.</p> <p>*This indicator should be reviewed only for schools serving grades ten and higher.</p>	<p><input type="checkbox"/> The school leadership must establish a process to use PSAT or PLAN results to assess and inform revisions, additions, and/or modifications to the curricula.</p> <p><input type="checkbox"/> The school leadership must develop a system that ensures that every tenth-grade student is given PSAT or PLAN testing.</p>	<p>Office of Assessment</p> <p><input type="checkbox"/> Provide training for a building-level test coordinator.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 10.2	59-18- 350	<p>*The school uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> All tenth-grade students take the state-funded PSAT or PLAN. However, results are not used to provide guidance and direction to parents and students as they plan for postsecondary experiences.</p> <p><input type="checkbox"/> There is no documentation to confirm that all tenth-grade students were given the PSAT or PLAN tests.</p> <p>*This indicator should be reviewed only for schools serving grades ten and higher.</p>	<p><input type="checkbox"/> The school leadership must plan and implement a workshop for students in the tenth grade and above and their parents to discuss how the results of PSAT or PLAN tests may be used to plan for postsecondary experiences.</p> <p><input type="checkbox"/> The school leadership must develop a system that ensures that every tenth-grade student is given PSAT or PLAN testing.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Assist guidance counselors in interpreting results of PSAT and PLAN testing.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 11	Reference 59-20-60	STANDARD: The school has a viable and active School Improvement Council that is focused on school and student performance.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 11.1	59-20-60	<p>The SIC membership includes the principal, other ex-officio members, two elected parents, two elected teachers, and two non-parent community members (high school SICs also must have two elected students). The SIC meets at least monthly during the school year.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicap is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The membership of the SIC is incomplete.</p> <p><input type="checkbox"/> The SIC does not meet at least monthly.</p> <p><input type="checkbox"/> The school does not have an active SIC.</p>	<p><input type="checkbox"/> The school leadership must work with the community to fill all vacant SIC positions.</p> <p><input type="checkbox"/> The school leadership must work with the community to ensure that the SIC meets at least monthly.</p> <p><input type="checkbox"/> The school leadership must work with the community to establish a SIC that has appropriate representation and meets at least monthly to focus on school and student performance.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 11.2	59-20-60	<p>The SIC is actively involved in the development and/or revision of the school renewal plan and/or the writing of the annual updates of the plan.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The SIC was made aware of the contents of the school renewal plan and had some input but did not participate in writing these documents.</p> <p><input type="checkbox"/> The SIC was not involved in the development or revision of the school renewal plan and/or writing of the annual updates of the plan.</p>	<p><input type="checkbox"/> The school leadership must ensure that the SIC is actively involved in the development or revision of the school renewal plan and/or writing of the annual updates of the plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 11.3	59-20-60	<p>The School Improvement Council meetings always include a review of the progress in meeting the goals and objectives found in the school renewal plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input checked="" type="checkbox"/> On occasion, the SIC meetings include a review of the progress made in meeting the goals and objectives found in the school renewal plan.</p> <p><input type="checkbox"/> The SIC meetings do not include a review of the progress made in meeting the goals and objectives found in the school renewal plan.</p>	<p><input checked="" type="checkbox"/> The SIC leadership must ensure that each SIC meeting includes a review of the progress in meeting the goals and objectives found in the school renewal plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input checked="" type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 11.4	59-20-60	<p>The School Improvement Council includes sub-committees (work groups) that are formed to address specific student focused goals.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Sub-committees are seldom formed and/or are not focused on student performance.</p> <p><input checked="" type="checkbox"/> The SIC does not forms sub-committees to address specific student focused goals.</p>	<p><input checked="" type="checkbox"/> The SIC leadership must ensure that appropriate sub-committees (work groups) are formed to address specific student focused goals.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input checked="" type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 11.5	59-20-60	<p>The School Improvement Council decisions are data-driven. They review and analyze data to provide guidance and to advise the school leadership.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input checked="" type="checkbox"/> The SIC uses some data but does not base most decisions on solid data analysis.</p> <p><input type="checkbox"/> The SIC never reviews, analyzes or uses data to make informed decisions.</p>	<p><input checked="" type="checkbox"/> The SIC leadership must implement processes and procedures for routinely reviewing and analyzing data and making data driven decisions.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input checked="" type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 11.6	59-20-60	<p>An annual school report to parents and constituents of the school is developed by the SIC and provides information on the school’s progress in meeting the school and district goals and objectives.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The SIC provided some input into the annual school report to the parents and constituents but was not the primary author.</p> <p><input type="checkbox"/> The SIC was not involved in the annual school report to the parents and constituents</p>	<p><input type="checkbox"/> The SIC and school leadership must ensure that the SIC develops the annual school report to parents and constituents.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 12	Reference 59-28- 110	STANDARD: The school has programs and procedures established that heighten awareness of the importance of parent/family involvement in the education of their children.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.1	59-28- 130	<p>The school renewal plan includes parental involvement goals and objectives and an evaluation component for this program.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school renewal plan does not contain all the components of parental involvement to include goals and objectives and evaluation.</p> <p><input type="checkbox"/> The school renewal plan includes parental involvement goals and objectives and an evaluation component; however, they are not being properly implemented.</p> <p><input type="checkbox"/> The school renewal plan does not include parental involvement goals and objectives and an evaluation component for this program.</p>	<p><input type="checkbox"/> The school renewal plan must be revised to include parental involvement goals, objectives, and an evaluation component.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to implement the goals, objectives, and evaluation component of the parental involvement program in the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must develop and implement a parental involvement program as part of the school renewal plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker guidance in the development of a parent involvement component for the district strategic plan and the school renewal plans.</p> <p><input type="checkbox"/> Provide or broker assistance to write the school renewal plans.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide workshops on increasing community and parental involvement in school activities.</p> <p><input type="checkbox"/> Provide workshops on increasing school and business partnerships.</p> <p><input type="checkbox"/> Broker the services of, or partner with other agencies (SCSIC, PTA, etc) to address parental involvement.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.2	59-28- 170	<p>► The district superintendent takes appropriate action to assist in improving parental involvement by</p> <ul style="list-style-type: none"> including parental involvement expectations as part of each principal’s evaluation, including information about parental involvement opportunities and participation in the district’s annual report, and disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations). <p>The district superintendent <i>considers</i></p> <ul style="list-style-type: none"> designating staff to serve as parent liaisons, requiring each school to designate a faculty contact for parental involvement, requiring each school principal to designate space within the school specifically for parents, and encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences. <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Parental involvement expectations are not in the principal’s evaluation.</p> <p><input type="checkbox"/> The superintendent did not include parental involvement opportunities and participation in the annual report.</p> <p><input type="checkbox"/> The district did not disseminate to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations).</p> <p><input type="checkbox"/> The superintendent has considered additional ways to improve parental involvement.</p> <p><input type="checkbox"/> The superintendent has not taken appropriate action to improve parental involvement.</p>	<p><input type="checkbox"/> The district superintendent must ensure parental involvement expectations are part of each principal’s evaluation.</p> <p><input type="checkbox"/> The district superintendent must ensure that information about parental involvement opportunities and participation is included in the district’s annual report.</p> <p><input type="checkbox"/> The district superintendent must ensure that expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations) are disseminated to all parents.</p> <p><input type="checkbox"/> The district superintendent must immediately develop and implement a written plan to address improving parental involvement by</p> <ul style="list-style-type: none"> including parental involvement expectations as part of each principal’s evaluation, including information about parental involvement opportunities and participation in the district’s annual report, and disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations). 	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.3	59-28- 160	<p>► The local board of trustees takes appropriate actions to assist in improving parental involvement. Each board of trustees</p> <ul style="list-style-type: none">• considers joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks;• incorporates into existing policies and efforts, where possible, proven parental involvement practices;• adopts policies that emphasize the importance of parental involvement and strives to increase and clearly define expectations for effective parental involvement practices;• provides for all faculty, parental involvement orientation and training through staff development with emphasis on unique school and district needs;• provides incentives and formal recognition for schools that significantly increase parental involvement;• requires an annual briefing on district and school parental involvement programs including findings from state and local evaluations; and• includes parental involvement expectations as part of the superintendent’s evaluation. <p>► (Local School Board Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The local board of trustees has not adopted policies that include expectations for proven parental involvement practices.</p> <p><input type="checkbox"/> The local board of trustees does not belong to any national organization that promotes and provides technical assistance with parental involvement frameworks.</p> <p><input type="checkbox"/> The local board of trustees has not provided for staff development in the area of increased parental</p>	<p><input type="checkbox"/> The local board of trustees must adopt policies that include expectations for proven parental involvement practices.</p> <p><input type="checkbox"/> The local board of trustees should strongly consider joining national organizations that promote and provide technical assistance with parental involvement frameworks.</p> <p><input type="checkbox"/> The local board of trustees must develop a program to provide incentives to recognize schools that significantly increase parental involvement.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Boards Association to provide</p> <ul style="list-style-type: none">• orientation for new board members,• the notebook “Getting on Board,” which contains information for school board members in South Carolina, and• the National School Boards Association manual <i>Becoming a Better Board Member</i>. <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<p>involvement.</p> <p><input type="checkbox"/> The local board of trustees has not provided incentives to recognize schools that significantly increase parental involvement.</p> <p><input type="checkbox"/> The local board of trustees has not included parental involvement expectations as part of the superintendent’s evaluation.</p> <p><input type="checkbox"/> There is no documentation that the local board of trustees takes appropriate action to assist in improving parental involvement.</p>	<p><input type="checkbox"/> The local board of trustees should immediately include parental involvement expectations as part of the superintendent’s evaluation.</p> <p><input type="checkbox"/> The local board of trustees must develop and implement a written plan to address all aspects of improving parental involvement.</p>	

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.4	59-20-60	<p>► The district, in coordination with the local school board, publishes and distributes a programmatic report to the parents and constituents of the district that includes goals and objectives of the school district, the strategies to meet the goals and objectives, and an evaluation of the outcomes.</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district published a report to the parents and constituents. However, it does not contain the goals and objectives of the school district, the strategies to meet the goals and objectives, and an evaluation of the outcomes.</p> <p><input type="checkbox"/> The district has not published a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes.</p>	<p><input type="checkbox"/> The district must revise and redistribute the report to the parents and constituents of the district ensuring that it contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes.</p> <p><input type="checkbox"/> The district must immediately publish a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Boards Association to provide</p> <ul style="list-style-type: none">• orientation for new board members,• the notebook “Getting on Board,” which contains information for school board members in South Carolina, and• the National School Boards Association manual <i>Becoming a Better Board Member</i>. <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.5	59-28- 180 National PTA Standards for Parent/ Family Involvement	<p>Communication - Communication between the school and the students' homes is regular, two-way and meaningful.</p> <p>Model schools communicate effectively with student homes by establishing an active, two-way communication system that makes parents feel that they are partners in the education process. These schools keep families informed of relevant programs and share students successes.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Communication is one-way, from the school to families. There is not an active feedback process for families.</p> <p><input type="checkbox"/> The school has an established communication system. However, communication between the school and families is not sufficient.</p> <p><input type="checkbox"/> The school does not have an established communications system that is regular, two-way and meaningful.</p>	<p><input type="checkbox"/> The school leadership must take action to establish two-way communication with families.</p> <p><input type="checkbox"/> The school leadership must take action to increase the frequency and content of communication with families.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a communications system to families that is regular, two-way and meaningful.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parent/family communications system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.6	59-28- 180 National PTA Standards for Parent/ Family Involvement	<p>Parenting - The school promotes and supports parenting skills.</p> <p>Model schools respect and affirm the strengths and skills needed by parents to fulfill their roles as partners in their child’s education. These schools assist families with parenting skills, understanding child and adolescent development, and setting home conditions that support the education process.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school provides some services and programs for parents. However, these parenting programs do not provide adequate services for families.</p> <p><input type="checkbox"/> The school does not promote and support parenting skills.</p>	<p><input type="checkbox"/> The school leadership must review and modify existing parenting programs to ensure that they provide adequate services to promote and support parenting skills.</p> <p><input type="checkbox"/> The school leadership must develop and implement parenting programs that provide adequate services to promote and support parenting skills.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parenting program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.7	59-28- 180 National PTA Standards for Parent/ Family Involvement	<p>Student Learning - The school encourages parents to play an integral role in assisting student learning.</p> <p>Model schools support parents in the learning process by helping parents participate in their student’s learning. Parents are involved in curriculum related decisions and feel that they are partners in their students learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school does not regularly include parents in the student learning process.</p> <p><input type="checkbox"/> The school does not include parents in the student learning process.</p>	<p><input type="checkbox"/> The school must review and revise existing procedures and establish a school culture that encourages parents to play an integral role in assisting student learning.</p> <p><input type="checkbox"/> The school must develop and implement procedures that encourage parents to play an integral role in assisting student learning. The school leadership must ensure that the school culture is family friendly.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parent/family partnership in the student learning process.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 12.8	59-28- 180 National PTA Standards for Parent/ Family Involvement	<p>Volunteering – The school welcomes parents and encourages their support and assistance.</p> <p>Model schools make parents feel valued and welcome in the school at any time. These schools organize volunteers to support the school and students while providing a wide variety of volunteer opportunities. Any time spent by volunteers in support of student learning is honored by the school.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school is welcoming to parents but does not</p>	<p><input type="checkbox"/> The school leadership must develop and implement a volunteer program that encourages parent/family support and assistance.</p> <p><input type="checkbox"/> The school leadership must review and revise existing volunteer opportunities to provide for maximum volunteerism.</p> <p><input type="checkbox"/> The school leadership must immediately take action to ensure that the school welcomes parents and encourages their support and assistance. The school leadership must also develop and implement a volunteer program that provides maximum opportunities for families to volunteer.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parent/family volunteer program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<p>have an organized volunteer program.</p> <p><input type="checkbox"/> The school does not have a variety of volunteer opportunities that provides for maximum volunteerism.</p> <p><input type="checkbox"/> The school is not welcoming to parents and does not have an established volunteer program.</p>		
L&G 12.9	<p>59-28-180</p> <p>National PTA Standards for Parent/Family Involvement</p>	<p>School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.</p> <p>Model schools empower parents, foster their trust, promote public confidence and encourage mutual support. Parents are involved in shared decision-making concerning their student’s education.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school does not regularly include parents in the decision making process or decisions that affect children and families.</p> <p><input type="checkbox"/> Parents are not partners in the decisions that affect children and families.</p>	<p><input type="checkbox"/> The school leadership must develop and implement policies and procedures to ensure that parents are full partners in the decisions that affect children and families.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to improve parent/family involvement in school decision making and advocacy.</p> <p><input type="checkbox"/> Broker the services of, or partner with other agencies (SCSIC, PTA,etc) to address parent involvement.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.10	59-28- 180 National PTA Standards for Parent/ Family Involvement	<p>Collaborating with Community – The school builds relationships with community organizations and businesses which results in community resources being used to strengthen schools, families, and students.</p> <p>Model schools build community and business partnerships that are mutually beneficial and structured to connect individuals, not just institutions. These connections enable the power of the school and community to be unleashed.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has built some relationships with community organizations or businesses. However, these relationships have not resulted in community resources being used to strengthen schools, families, and students.</p> <p><input type="checkbox"/> The school has not built relationships with community organizations and businesses.</p>	<p><input type="checkbox"/> The school leadership must review existing relationships with community organizations or businesses to determine how they can be improved, focusing on how community resources can be used to strengthen schools, families, and students.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a community relation plan that establishes relationships with community organizations and businesses and results in community resources being used to strengthen schools, families, and students.</p>	<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective community involvement program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 13	Reference Catalyst	STANDARD: The library media center program contributes to improving school and student performance.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.1	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>The school has a library media center advisory committee that works with the library media center specialist to develop short-range plans for library media center program development and to implement the South Carolina K–12 information literacy and technology integration guide into the total school instructional program to enhance student learning.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a library media center advisory committee. However, it does not participate in media center program development.</p> <p><input type="checkbox"/> The school has a library media center advisory committee. However, it does not participate in the implementation of the South Carolina K–12 information literacy and technology integration guide.</p> <p><input checked="" type="checkbox"/> The school does not have a media center advisory committee and is not implementing the South Carolina K-12 information literacy and technology integration guide.</p>	<p><input type="checkbox"/> The school leadership and media specialist must take immediate steps to ensure that the media center advisory committee is involved in media center program development.</p> <p><input checked="" type="checkbox"/> The school leadership and media specialist must take immediate steps to implement the South Carolina K–12 information literacy and technology integration guide and to ensure that the media center advisory committee is involved in implementation.</p> <p><input type="checkbox"/> The school leadership and media specialist must take immediate steps to establish a media center advisory committee.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide information on the roles and responsibilities of the library media center advisory committee.</p> <p><input type="checkbox"/> Provide guidelines on how to establish and maintain an active viable library media center advisory committee.</p> <p><input checked="" type="checkbox"/> Provide guidelines and staff development for implementation of the South Carolina K-12 information literacy and technology integration guide.</p> <p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.2	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>► The district has a library media advisory committee that works with the district library media supervisor and other district personnel to develop short range plans for the district library media programs including implementation of the South Carolina K–12 information literacy and technology integration guide into the total school instructional program to enhance student learning.</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district has a library media center advisory committee. However, it does not participate in district media center program development.</p> <p><input type="checkbox"/> The district has a library media center advisory committee. However, it does not participate in the implementation of the South Carolina K–12 information literacy and technology integration guide.</p> <p><input checked="" type="checkbox"/> The district does not have a media advisory committee and is not implementing the South Carolina K-12 information literacy and technology integration guide.</p>	<p><input type="checkbox"/> The district leadership and district media supervisor must take immediate steps to ensure that the media center advisory committee is involved in media center program development.</p> <p><input checked="" type="checkbox"/> The district leadership and district media supervisor must take immediate steps to implement the South Carolina K–12 information literacy and technology integration guide and to ensure that the media center advisory committee is involved in the implementation.</p> <p><input type="checkbox"/> The district leadership and district media supervisor must take immediate steps to establish a media center advisory committee and to implement the South Carolina K-12 information literacy and technology integration guide.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide information on the roles and responsibilities of the district library media center advisory committee.</p> <p><input type="checkbox"/> Provide guidelines on how to establish and maintain an active viable district library media center advisory committee.</p> <p><input checked="" type="checkbox"/> Provide guidelines and staff development for implementation of the South Carolina K-12 information literacy and technology integration guide.</p> <p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.3	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>Collaborative planning exists between the library media specialist and classroom teachers. The library media specialist works in partnership with at least 25% of the classroom teachers to link information literacy, technology education, and content.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The library media specialist works in partnership with at least 10% of the classroom teachers to link information literacy, technology education, and content.</p> <p><input type="checkbox"/> No collaborative planning exists between the library media specialist and the faculty.</p>	<p><input type="checkbox"/> The school leadership must take immediate steps to ensure that collaborative partnerships exists between the library media specialist and at least 25% of the classroom teachers to link information literacy, technology education, and content.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide information on the roles and responsibilities of the media specialist and classroom teachers in establishing collaborative partnerships.</p> <p><input type="checkbox"/> Provide professional development on establishing and maintaining productive collaborative partnerships</p> <p><input type="checkbox"/> Provide professional development on curriculum design to develop lesson plans linking information literacy, technology education, and content.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.4	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>The library media center professional staff is involved in key decision making committees (e.g., curriculum, technology, and strategic planning) in the school.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The library media center professional staff provides input into the key decision-making committees (e.g., curriculum, technology, and strategic planning).</p> <p><input type="checkbox"/> The library media center professional staff is not regularly involved in key decision-making committees (e.g., curriculum, technology, or strategic planning).</p> <p><input type="checkbox"/> The library media center professional staff is not involved in the key decision-making committees (e.g., curriculum, technology, or strategic planning).</p>	<p><input type="checkbox"/> The school leadership must take immediate steps to expand the involvement of the library media center professional staff to all the key decision-making committees in the school.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to include the library media center professional staff in the key decision-making committees (e.g., curriculum, technology, and strategic) in the school.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide information and guidelines on the roles and responsibilities of the library media center professional staff for participation in the key decision-making committees of the school.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 13.5	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>The media center professional staff provides formal feedback to the school leadership on student performance.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The media center professional staff informally provides information to the school leadership concerning student performance.</p> <p><input type="checkbox"/> The media center professional staff does not provide feedback to the school leadership on student performance.</p>	<p><input type="checkbox"/> The media center professional staff must take immediate steps to develop a formal system to provide the school leadership with results from the student evaluation rubrics developed by the teachers and the library media professional staff as part of the collaborative planning.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide guidelines and training on developing student evaluation rubrics and collecting the data to demonstrate student learning.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.6	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>Fully flexible access to the library media center is provided including access to the media center beyond the normal school day.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The library media center is flexibly scheduled at least 50% of the time but is not available beyond the normal school day.</p> <p><input type="checkbox"/> The library media center is available for student use beyond the normal school day but is not flexibly scheduled.</p> <p><input type="checkbox"/> Fully flexible access to the library media center is not provided including access to the media center beyond the normal school day.</p>	<p><input type="checkbox"/> The school leadership must take immediate steps to implement a flexible schedule in the library media center to provide student and teacher access to information and other materials and resources at the point of instructional need during the school day.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to develop and implement a plan for providing extended hours for the library media center beyond the normal school day.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide guidelines for implementing a flexible schedule in the library media center.</p> <p><input type="checkbox"/> Provide staff development for the administration, teachers, and library media center professional staff on the appropriate use of the library media center through flexible scheduling.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.7	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>The library media center resource collection is current and of sufficient quantity and quality to meet the information and recreational reading needs of the school community.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The library media center resource collection does not meet the recommended minimum of 10 books per student and does not fully support the school’s curriculum.</p> <p><input type="checkbox"/> The library media center resource collection meets the recommended minimum of 10 books per student; however, the collection is outdated and does not match the school’s curriculum.</p> <p><input type="checkbox"/> The library media center resource collection is current and meets the recommended minimum of 10 books per students; however, it does not support the school’s curriculum.</p> <p><input type="checkbox"/> The library media center resource collection is not current and does not have sufficient quantity and quality to meet the information and recreational reading needs of the school community.</p>	<p><input type="checkbox"/> The school leadership must review and revise its existing funding procedures to ensure appropriate allocation to the library media center for collection development.</p> <p><input type="checkbox"/> The school leadership and the library media center professional staff must take immediate steps to establish and implement a collection development plan to address updating the resource collection, increasing the size of the collection, and matching the collection to the school’s curriculum.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide guidelines on conducting a needs assessment with students and faculty.</p> <p><input type="checkbox"/> Provide assistance to the library media center professional staff in creating a collection development policy, including weeding the collection to eliminate outdated and obsolete materials.</p> <p><input type="checkbox"/> Provide assistance to the library media center professional staff in implementing a collection development policy, including weeding the collection to eliminate outdated and obsolete materials.</p> <p><input type="checkbox"/> Provide assistance to the library media center professional staff in developing a budget to support collection development.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.8	Catalyst ADEPT Performance Dimensions for Library Media Specialists	<p>The library media program supports the school’s reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The library media program encourages students’ participation in various state reading programs (e.g. SC Children’s Book Award Program, SC Junior Book Award Program, or the SC Young Adult Book Award Program) but the library media center is not part of the school reading program.</p> <p><input type="checkbox"/> The library media program offers a variety of reading materials but there is no participation in any formal state reading program.</p> <p><input type="checkbox"/> The library media program does not support the school’s reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs</p>	<p><input type="checkbox"/> The library media center professional staff must take immediate steps to identify state reading programs and develop a plan for participation.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to include the library media program as part of the school-wide reading plan beyond managing the school’s computerized reading management program and provide resources to implement this program.</p> <p><input type="checkbox"/> The library media center professional staff must take immediate steps to support the school’s reading plan by encouraging reading throughout the school, offering a variety of reading materials, and participating in various state reading programs.</p>	<p>Office of Technology (Library Media Services)</p> <p><input type="checkbox"/> Provide information on state reading programs.</p> <p><input type="checkbox"/> Provide guidelines and assistance in developing a reading promotional campaign through the library media center.</p> <p><input type="checkbox"/> Provide guidelines and assistance in developing a reading promotional campaign beyond the use of a computerized reading management program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 14	Reference 59-52-50	STANDARD: The district and school have implemented rigorous academic changes in the career and technology education program. <i>*Indicators under this standard do not apply to all schools that are reviewed. The following key was used to determine whether the indicator should be reviewed for this school.</i> HS = High Schools, CC = Career Centers, MS = Middle Schools, MS/CATE = Middle Schools that have Career and Technology Education (CATE) programs

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.1	59-52-40 SC School-To-Work Transition Act Guidelines	* Review for HS and CC ▶ The district and school have implemented a rigorous, relevant academic curriculum that eliminates the “general” track for students. ▶ (District Driven Indicator) Findings: <input type="checkbox"/> Not applicable <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <input type="checkbox"/> Some general level courses in math, English, and science have been replaced with applied academic courses, but some courses still need to be phased out. <input type="checkbox"/> General-level courses in math, English, and science have not been phased out.	<input type="checkbox"/> The district and school must continue to take action to replace general level courses in math, English, and science with challenging applied academic courses. <input type="checkbox"/> The district and school must develop and implement a plan to replace general level courses in math, English, and science with challenging applied academic courses.	Office of Career and Technology Education <input type="checkbox"/> Provide staff development on teaching the high-level curriculum standards which students are expected to master in the applied math, applied communications, and applied science courses. Office of Technology <input type="checkbox"/> Provide guidance in identifying resources to support and enhance technology education programs. Office of School Quality <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.2	59-52-40 SC School-To- Work Transition Act Guidelines	<p>* Review for HS, MS, and CC</p> <p>The district and school have developed plans to accelerate the learning of students who are behind their age peers.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> There is an appropriate plan to accelerate the learning of students who are behind their age peers. However, it is not being fully implemented.</p> <p><input type="checkbox"/> There is no plan to accelerate the learning of students who are behind their age peers.</p>	<p><input type="checkbox"/> The school leadership must take immediate steps to ensure that the action plans concerning students who are behind their age peers are fully implemented.</p> <p><input type="checkbox"/> The school leadership must develop and implement strategies and action plans (reinforced in Act 135) to address the needs of students who are behind their age peers and incorporate these strategies into the school renewal plan.</p>	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance to the district and school in developing and implementing a plan to accelerate the learning of students who are behind their age peers.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 14.3	59-52-40 SC School-To- Work Transition Act Guidelines	<p>* Review for HS, MS/CATE, and CC</p> <p>Every student can demonstrate proficiency in keyboarding and computer literacy before graduation.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a keyboarding and computer literacy program, but it does not serve all students or it does not have the rigor needed to ensure all eighth-graders are proficient in keyboarding and computer literacy.</p>	<p><input type="checkbox"/> The school leadership must take immediate steps to make certain that their keyboarding and computer literacy programs serve all students and have the rigor needed to ensure that all eighth-graders are proficient in keyboarding and computer literacy</p> <p><input type="checkbox"/> The school leadership must use state core competencies to ensure that students receive competency-based instruction in: using the touch method on a computer keyboard; loading and using appropriate application software to solve various problems; and entering information, saving</p>	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance in developing or selecting proficiency test(s) to determine student mastery of skills.</p> <p><input type="checkbox"/> Provide guidance in developing district/school guidelines to determine student mastery of keyboarding skills and computer literacy skills before graduation.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<input type="checkbox"/> Every student cannot demonstrate proficiency in keyboarding and computer literacy before graduation. <input type="checkbox"/> The school does not have a system in place to determine keyboarding proficiency and computer literacy of all students.	information to appropriate media, retrieving and editing previously stored information, and producing hard copy. <input type="checkbox"/> The school leadership must develop a system that determines keyboarding proficiency and computer literacy of all students.	
L&G 14.4	59-52-40 SC School-To- Work Transition Act Guidelines	* Review for HS, MS/CATE, and CC The school provides consistent and continuous structured opportunities for academic and career and technology education (CATE) teachers to work together to plan integrated instruction for students. Findings: <input type="checkbox"/> Not applicable <input checked="" type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <input type="checkbox"/> Some opportunities for academic and CATE teachers to work together to plan integrated instruction for students are provided. However, they are not consistent, continuous or structured. <input type="checkbox"/> Consistent and continuous structured opportunities for academic and CATE teachers to work together to plan integrated instruction for students are not provided.	<input type="checkbox"/> The district and school(s) must provide support for integrated instruction by structuring consistent and continuous opportunities for academic and CATE teachers to work together.	Office of Career and Technology Education <input type="checkbox"/> Provide staff development activities in the district and school for the instructional staff on integrating academic and CATE instruction. Office of School Quality <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

<p>L&G 14.5</p>	<p>59-52-40</p> <p>SC School-To- Work Transition Act Guidelines</p>	<p>* Review for HS, MS, and CC</p> <p>The district and school have developed and implemented a plan to deliver the “Learning to Work” standards and competencies of their Comprehensive Development Guidance and Counseling program that includes:</p> <ul style="list-style-type: none"> • a comprehensive career guidance plan (career planner), which has a major plan and an alternate plan for each student, starting in grade 6 and continuing through grade 12; • parental assistance in the development of the career plan; • the opportunity for review and revision of the career plan by the student and his/her parents annually up to the senior year of high school; • the flexibility to move between the Tech Prep and College Prep career paths up to the senior year of high school; • a postsecondary option; • sequential curriculum activities that relate directly to life career planning, decision making, career awareness, career exploration, and career preparation; • active participation of school personnel, parents, community, and business/industry in the career development of students; • activities which emphasize and promote participation of all students in career development activities; and • career assessment programming and interpretation to facilitate student career decision making and choice. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a system of career guidance and counseling which meets some of the criteria above. The system does not meet all of the criteria required.</p> <p><input type="checkbox"/> The school has not developed and implemented a comprehensive system of career guidance and counseling.</p> <p><input type="checkbox"/> Career development activities are not provided for all students.</p>	<p><input type="checkbox"/> The school must improve its current system of career guidance and counseling to ensure that it includes of the criteria required (listed below).</p> <p><input type="checkbox"/> The school must develop and implement a career guidance and counseling program around the “Learning to Work” standards and competencies of the Comprehensive Development Guidance and Counseling Program Model that includes:</p> <ul style="list-style-type: none"> • a comprehensive career guidance plan (career planner), which has a major plan and an alternate plan for each student starting in grade 6 and continuing through grade 12; • parental assistance in the development of the career plan; • the opportunity for review and revision of the career plan by the student and his/her parents annually up to the senior year of high school; • the flexibility to move between the Tech Prep and College Prep career paths up to the senior year of high school; • a postsecondary option; • sequential curriculum activities that relate directly to life career planning, decision making, career awareness, career exploration, and career preparation; • active participation of school personnel, parents, community, and business/industry in the career development of students; • activities which emphasize and promote participation of all students in career development activities; and • career assessment programming and interpretation to facilitate student career decision-making and choices. <p><input type="checkbox"/> The school must provide career development activities for all students.</p>	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide professional development activities for school counselors on:</p> <ul style="list-style-type: none"> • integrating and implementing career guidance and planning, into the comprehensive school counseling program; • developing and implementing a comprehensive system of career awareness, exploration, preparation, and counseling; and • maintaining a career planner for each student. <p><input type="checkbox"/> Provide guidance to the district on developing a district plan to implement the SC Comprehensive Developmental Guidance & Counseling Program Model.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
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<p>L&G 14.6</p>	<p>59-52-40</p> <p>SC School-To- Work Transition Act Guidelines</p>	<p>* Review for HS, MS, and CC</p> <p>Structured, work-based learning opportunities, resulting from the four basic program components below, are made available for all students.</p> <ul style="list-style-type: none"> • Work-based learning • School-based learning • Connecting activities • Credentials <p>These learning opportunities include:</p> <ul style="list-style-type: none"> • a range of mentoring opportunities beginning no later than the seventh grade; • adult supervision for mentoring opportunities; • some or all of the following work-site opportunities: shadowing, service learning, school-based enterprises, internships, co-ops, youth apprenticeships, and registered apprenticeships; • a combination of work-based instruction, school-based instruction, and connecting activities that combine work-based and school-based learning; • a formal work-site training plan that includes school based and work-based learning; • responsibilities and expectations for work-site mentors; • formal agreements outlining respective roles and responsibilities of school representative, student, employer representative, parent, etc., to be signed by each person; • demonstrations, quality role models, and supervisory coaching; • a liaison to collaborate with the employer, school, and parents; • adequate insurance coverage for all students prior to participating; and • specific documentation on each student’s participation in a work-based experience to include, at a minimum, the following: a training agreement, permission form, proof of insurance form, etc. 	<div> <input type="checkbox"/> <div> The school must implement a structured work-based learning opportunity program resulting from the four basic program components below, for all students. <ul style="list-style-type: none"> • Work-based learning • School-based learning • Connecting activities • Credentials </div> </div> <p>This program must include:</p> <ul style="list-style-type: none"> • a range of mentoring opportunities beginning no later than the seventh grade; • adult supervision for mentoring opportunities; • some or all of the following work-site opportunities: shadowing, service learning, school-based enterprises, internships, co-ops, youth apprenticeships, and registered apprenticeships; • a combination of work-based instruction, school-based instruction, and connecting activities that combine work-based and school-based learning; • a formal work-site training plan that includes school 	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance in implementing the four program components for structured work-based learning.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
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		<p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Structured work-based learning opportunities resulting from the four basic program components are available for all students. However, the program does not fully comply with the guidelines above.</p> <p><input type="checkbox"/> Structured work-based learning opportunities resulting from the four basic program components are only available to some students.</p> <p><input type="checkbox"/> The school does not offer any work-based learning opportunities.</p>	<p>based and work-based learning;</p> <ul style="list-style-type: none">• responsibilities and expectations for work-site mentors;• formal agreements outlining respective roles and responsibilities of school representative, student, employer representative, parent, etc., to be signed by each person;• demonstrations, quality role models, and supervisory coaching;• a liaison to collaborate with the employer, school, and parents;• adequate insurance coverage for all students prior to participating; and• specific documentation on each student’s participation in a work-based experience to include, at a minimum, the following: a training agreement, permission form, proof of insurance form, etc.	
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<p>L&G 14.7</p>	<p>59-52-40</p> <p>SC School-To- Work Transition Act Guidelines</p>	<p>* Review for HS, MS/CATE, and CC</p> <p>The school has implemented changes in the CATE programs, which are essential to expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society:</p> <ul style="list-style-type: none">• CATE programs have been restructured into career majors-career clusters.• High expectations have been established for all CATE students.• Provisions have been made to ensure that all students are actively engaged in the learning process.• Instruction in communications, mathematics, and science has been incorporated into all career majors.• Technology has been incorporated into all career majors.• Comprehensive needs assessments have been conducted every five years to ensure relevancy of programs, and CATE programs have been implemented, revised, or deleted based on the needs assessment results.• CATE programs are competency-based.• Tenets of the 2020 Vision for Career and Technology Education in SC, a stakeholder-originated strategic plan that serves as a roadmap for school-to-work implementation in our state, have been adopted. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has developed but not fully implemented CATE programs, which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society.</p> <p><input checked="" type="checkbox"/> The school has not developed CATE programs which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society.</p>	<p><input type="checkbox"/> The school must take immediate steps to ensure that CATE programs which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society are fully implemented.</p> <p><input checked="" type="checkbox"/> The school must develop CATE programs which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society, including the following elements:</p> <ul style="list-style-type: none">• CATE programs have been restructured into career majors-career clusters.• High expectations have been established for all CATE students.• Provisions have been made to ensure that all students are actively engaged in the learning process.• Instruction in communications, mathematics, and science has been incorporated into all career majors.• Technology has been incorporated into all career majors.• Comprehensive needs assessments have been conducted every five years to ensure relevancy of programs, and CATE programs have been implemented, revised, or deleted based on the needs assessment results.• CATE programs are competency-based.• Tenets of the 2020 Vision for Career and Technology Education in SC, a stakeholder-originated strategic plan that serves as a roadmap for school-to-work implementation in our state, have been adopted.	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance in implementing the career major-career cluster concept for all students.</p> <p><input type="checkbox"/> Provide staff development in implementing state-adopted standards in applied academics and CATE courses to elevate students to higher levels of learning.</p> <p><input checked="" type="checkbox"/> Provide staff development to make active learning integral to applied academic and CATE instruction.</p> <p><input checked="" type="checkbox"/> Provide staff development in incorporating math, communications, and science standards in CATE programs.</p> <p><input checked="" type="checkbox"/> Provide resources for the latest technology available to schools for instructional programs.</p> <p><input checked="" type="checkbox"/> Provide examples/models of available needs assessment instruments that can be modified and used in the district/school.</p> <p><input type="checkbox"/> Provide in-service on writing competency-based lesson plans using the state-adopted competencies for CATE courses.</p> <p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
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<p>L&G 14.8</p>	<p>59-52-70</p> <p>SC School-To- Work Transition Act Guidelines</p>	<p>* Review for HS, MS, and CC</p> <p>The school has ensured that student data are entered at the school level so that required career and technology education data extractions can be conducted. The system ensures:</p> <ul style="list-style-type: none">• People responsible for data entry have a complete understanding of the SASI system, the data to be collected, the appropriate fields to be used and the appropriate files to be submitted for each grade level (7-12).• Communication and collaboration exist between the district level and the high school/career center level during the data entry and extraction process.• The accuracy of data is checked prior to submission to the Office of Career and Technology Education.• Data are used as a management tool in guiding local improvement efforts.• Data are shared with appropriate staff, the local school board, parents, and the community. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has developed but has not fully implemented a comprehensive system of data collection and reporting for career and technology education.</p> <p><input type="checkbox"/> The school has not developed a comprehensive system of data collection and reporting for career and technology education.</p>	<p><input type="checkbox"/> The school must take immediate steps to fully implement their existing career and technology education data system.</p> <p><input type="checkbox"/> The school must develop and implement a system that ensures that student data are entered at the school level so that required career and technology education extractions can be conducted. The system must ensure:</p> <ul style="list-style-type: none">• People responsible for data entry have a complete understanding of the SASI system, the data to be collected, and the appropriate fields to be used.• Communication and collaboration exist between the district level and the high school/career center level during the data entry and extraction process.• The accuracy of data is checked prior to submission to the Office of Career and Technology Education.• Data are used as a management tool in guiding local improvement efforts.• Data are shared with appropriate staff, the local school board, parents, and the community.	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide professional development activities for appropriate district level and high school/career center people on:</p> <ul style="list-style-type: none">• data collection;• the SASI system;• data entry/extraction process;• checking accuracy of data; and• utilizing data as a management tool to guide improvement efforts. <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
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<p>L&G 14.9</p>	<p>59-52-40</p> <p>SC School-To- Work Transition Act Guidelines</p>	<p>* Review for HS and CC</p> <p>▶ The district has established a local school-to-work advisory committee to address unique employment needs of the area and to assess the rigor and relevancy of the school-to-work system.</p> <p>▶ (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> A local school-to-work advisory committee exists; however, the committee does not address the employment needs of the area nor does it assess the rigor and relevancy of the school-to-work system.</p> <p><input type="checkbox"/> The results of the program quality review and recommendations of the local school to work advisory committee made to the school district board of trustees are not reported in the district's strategic plan.</p> <p><input checked="" type="checkbox"/> A local school-to-work advisory committee has not been established.</p>	<p><input type="checkbox"/> The local school to work advisory committee must conduct a program quality review (at least once every three years) to assess the rigor and relevancy of the school-to-work system.</p> <p><input type="checkbox"/> Results and recommendations of the local school-to-work advisory committee must be submitted to the district's board of trustees to be reported in the district's strategic plan.</p> <p><input checked="" type="checkbox"/> The district must establish a local school-to-work advisory committee to address the unique employment needs of the area.</p>	<p>Office of Career and Technology Education</p> <p><input checked="" type="checkbox"/> Provide guidance to the district in establishing a local school-to-work advisory committee.</p> <p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
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FOCUS AREA: Leadership and Governance		
Number L&G 15	Reference 59-63- 1300	STANDARD: The school provides appropriate services to students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.1	59-63- 1300	<p>► An alternative school program is available for students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of other students.</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> An alternative school is available. However, it does not have the capacity to serve all students that need this service.</p> <p><input type="checkbox"/> The district and school do not have an alternative school program.</p>	<p><input type="checkbox"/> The district leadership must conduct an analysis to determine the feasibility and benefits of establishing an alternative school program. The analysis must include partnering with other districts as an option.</p>	<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Assist districts with organizing or reorganizing alternative school programs.</p> <p>Office of Technology</p> <p><input type="checkbox"/> Encourage and provide guidance on the use of alternative instructional delivery strategies.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker or provide assistance with the evaluation of alternative school programs.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

If an alternative school program is established, it must comply with the indicators below.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.2	59-63- 1310	<p>► Alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE).</p> <p>► (District Driven Indicator)</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The programs are not operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students.</p> <p><input type="checkbox"/> The school has a waiver from the SDE.</p>	<p><input type="checkbox"/> The school must immediately comply with the statutes found in the Education Accountability Act that mandate alternative school programs to be operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students. If this separation is not possible, the school must obtain a waiver from the SDE.</p>	<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Assist districts with organizing or reorganizing alternative school programs.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.3	59-63- 1320	<p>The school has clear guidance and procedures for the referral of any student into an alternative school program, including</p> <ul style="list-style-type: none"> • due process procedures, • consideration of the requirements of the IDEA, and • written and distributed academic and disciplinary policies. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain due process procedures.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain consideration of the requirements of the IDEA.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain written and distributed academic and disciplinary policies.</p> <p><input type="checkbox"/> There are no written guidelines and procedures for the referral of students into an alternative program.</p>	<p><input type="checkbox"/> The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include <u>due process</u> procedures.</p> <p><input type="checkbox"/> The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include requirements of the <u>IDEA</u>.</p> <p><input type="checkbox"/> The school leadership must immediately revise and distribute written guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include academic and disciplinary policies.</p> <p><input type="checkbox"/> The school leadership must immediately establish guidelines and procedures for the referral of students into an alternative program including all of the areas addressed above.</p>	<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Audit alternative school programs for compliance to state guidelines.</p> <p><input type="checkbox"/> Provide guidance to districts for establishing alternative school programs.</p> <p>Office of Exceptional Children</p> <p><input type="checkbox"/> Provide guidance with regard to compliance and testing.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 16	Reference	STANDARD: The principal fosters the success of all students by acting as the school’s instructional leader by leading the development, alignment, and implementation of the instructional and assessment strategies.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 16.1		<p>The principal communicates a clear mission that focuses on student achievement.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has a mission that reflects a focus on student achievement. However, it is not communicated to all key stakeholders.</p> <p><input type="checkbox"/> The school does not have a clear mission that reflects a focus on student achievement.</p>	<p><input type="checkbox"/> The principal must take immediate steps to communicate the school’s student focused mission to all key stakeholders.</p> <p><input type="checkbox"/> The principal must take immediate steps to develop and communicate a school mission that is clear and reflects a focus on student achievement.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the development and communication of a school vision and mission.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 16.2		<p>The principal routinely monitors teachers’ instructional practices to improve student achievement.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The principal occasionally monitors teachers’ classroom instructional practices to improve student achievement.</p> <p><input type="checkbox"/> The principal does not monitor teachers’ classroom instructional practices.</p>	<p><input type="checkbox"/> The principal must take action to routinely monitor teachers’ classroom instructional practices to ensure they are focused on improving student achievement.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 16.3		<p>The principal ensures that the delivery of instruction is aligned with the curriculum, and ensures that teachers use research-based instructional strategies and multiple forms of assessment.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some but not all, instructional delivery is aligned with the curriculum.</p> <p><input type="checkbox"/> Some but not all teachers use research-based instructional strategies and multiple forms of assessment.</p> <p><input type="checkbox"/> The curriculum is aligned and teachers use research-based instructional strategies. However multiple forms of assessment are not employed.</p> <p><input type="checkbox"/> The principal does not ensure that instructional delivery is aligned with the curriculum, and teachers do not use research-based instructional strategies and multiple forms of assessment.</p>	<p><input type="checkbox"/> The principal must take action to ensure that instructional delivery is aligned with the curriculum, and ensure that teachers use research-based instructional strategies and multiple forms of assessment.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to align instructional delivery with the curriculum and research-based instructional strategies.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 16.4		<p>The principal consistently uses the majority of faculty meetings to discuss strategies and activities that focus on student achievement.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some time at faculty meetings is dedicated to student achievement issues. However, student achievement is not the main focus of the meetings.</p> <p><input type="checkbox"/> The principal does not use the majority of faculty meetings to discuss activities related to student achievement.</p>	<p><input type="checkbox"/> The principal must take steps to structure faculty meetings so that the majority of time and effort in each meeting is used to discuss activities related to student achievement.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to conduct effective faculty meetings.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 16.5		<p>The school has an Academic Leadership Team (ALT) consisting of key school personnel. The ALT meets on a regular basis to resolve instructional issues.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has an ALT. However, membership does not consist of appropriate school personnel.</p> <p><input type="checkbox"/> The school has an ALT. However, the frequency of meetings is not sufficient to resolve instructional issues.</p> <p><input type="checkbox"/> The school does not have an ALT consisting of key school personnel that meets on a regular basis to resolve instructional issues.</p>	<p><input type="checkbox"/> The principal must immediately create an Academic Leadership Team (ALT) consisting of key school personnel. The principal must ensure that the ALT meets on a regular basis and is focused on resolving instructional issues.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to establish and effectively utilize an Academic Leadership Team (ALT).</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 16.6		<p>The principal consistently uses student performance data to make instructional decisions.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The principal does not routinely use student performance data to make instructional decisions.</p> <p><input type="checkbox"/> The principal does not use student performance data to make instructional decisions.</p>	<p><input type="checkbox"/> The principal must establish a data-driven decision making process which ensures that student performance data is consistently used when making instructional decisions.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to uses student performance data to make instructional decisions.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 16.7		<p>The principal actively encourages teachers to have high expectations for all students.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The principal sets high expectations for all students, but does not does actively promote these expectations.</p> <p><input type="checkbox"/> The principal does not set high expectations for students. The climate of the school does not encourage all teachers to have high expectations for all students.</p>	<p><input type="checkbox"/> The principal must actively encourage teachers to have high expectations for all students.</p> <p><input type="checkbox"/> The principal must set high expectations for all students and take immediate steps to create a culture in the school that encourages all teachers to have high expectations for all students.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to create a culture in the school that encourages all teachers to have high expectations for all students.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>



ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality**

Division of Professional Development and School Quality



Curriculum and Instruction

School Year 2003 – 2004

School: Allendale-Fairfax High School

FOCUS AREA: Curriculum and Instruction		
Number C&I 1	Reference 59-18- 110	STANDARD: The curricula are aligned with the state standards and annually reviewed and revised to address gaps in student academic performance.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 1.1	59-18- 110	<p>The curricula are aligned with state and local standards and are understood and used by teachers.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Curricula are aligned, however, the majority of teachers do not evidence an understanding of the curricula.</p> <p><input type="checkbox"/> The majority of teachers use the designated curricula, however, it is not aligned to the state standards.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must provide professional development and support to help teacher understand and properly use the curricula.</p> <p><input type="checkbox"/> The school leadership must direct the alignment of existing local curricula with state standards and must provide time and opportunity for teachers to develop the curricula.</p> <p><input type="checkbox"/> The school leadership must monitor use of school curricula to include component of cross-referencing with state standards.</p> <p><input type="checkbox"/> The school leadership must develop a plan and timeline for development of local curricula that is aligned with state standards.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide professional development regarding the steps toward alignment of curriculum with standards.</p> <p><input type="checkbox"/> Assist schools in the alignment of local curriculum with state standards.</p> <p><input type="checkbox"/> Provide professional development in standards implementation for science and mathematics.</p> <p>Office of Technology</p> <p><input type="checkbox"/> Provide professional development in the use of SCTL.com as a standards-based curriculum development tool.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 1.2	59-18- 110	<p>The curricula are reviewed and revised to address identified gaps in student performance.</p> <p>Findings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> The curricula are reviewed and revised, however, changes in the curricula are not based on identified gaps in student performance. <input type="checkbox"/> There is no documentation to indicate that the curricula are reviewed and revised. <input type="checkbox"/> There are no local curricula. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school leadership must develop and implement a plan for the regular review and revision and/or modification of curricula on the basis of student performance data. <input type="checkbox"/> The school leadership must develop a plan and timeline for development of local curricula that is aligned with state standards. 	<p>Office of Curriculum and Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide training in the six steps of the Standards in Practice model. <input type="checkbox"/> Facilitate the process to obtain a curriculum calibration and assist in a review of the curriculum with a focus the curriculum calibration report. <input type="checkbox"/> Provide training in data analysis. <p>Office of School Quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

FOCUS AREA: Curriculum and Instruction		
Number C&I 2	Reference 59-18- 300	STANDARD: The school has an established system that provides a regimented, ongoing assessment of all students. This system is used to determine student learning, diagnose class and individual student needs, and address those needs.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.1	59-20-60	<p>The school leadership team organizes and facilitates activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school leadership team does not regularly organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p> <p><input type="checkbox"/> The school leadership team does not organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p>	<p><input type="checkbox"/> The school leadership team must organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on assessment strategies.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.2	59-20-60	<p>Teachers use a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some teachers use a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction.</p> <p><input type="checkbox"/> The majority of teachers do not use a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction.</p>	<p><input type="checkbox"/> The school leadership must establish and implement guidelines for teachers that requires a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) are used to reinforce current instruction and guide future instruction.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on assessment strategies.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.3	59-20-60	<p>All students are given comprehensive assessments (“benchmark test”) in all core content areas at least three times each year to determine if they are mastering grade level standards.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some students receive comprehensive assessments three times each year to determine if they are mastering grade level standards.</p> <p><input type="checkbox"/> Comprehensive assessments are administered less than three times each year.</p> <p><input type="checkbox"/> The school does not have a program that ensures that all students are given comprehensive assessments (“benchmark test”) in all core content areas at least three times each year to determine if they are mastering grade level standards.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a program that ensures that all students are given comprehensive assessments (“benchmark test”) in all core content areas at least three times each year to determine if they are mastering grade level standards.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on how to conduct “benchmark” assessments.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.4	59-20-60	<p>Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to identify specific student educational needs.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input checked="" type="checkbox"/> Although some results are analyzed and may be used to identify specific student educational needs, this analysis is not a routine part of the assessment process.</p> <p><input type="checkbox"/> Results from the periodic comprehensive assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>	<p><input checked="" type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure comprehensive assessments are analyzed, and the results are used to identify specific student educational needs.</p> <p><input type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures comprehensive assessments are analyzed and the results are used to identify specific student educational needs.</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
C&I 2.5	59-20-60	<p>Results from the periodic comprehensive assessments are analyzed and the results from the analyses are used to guide and adjust school curriculum decisions.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input checked="" type="checkbox"/> Although some results are analyzed and may be used to guide and adjust school curriculum decisions, this analysis is not a routine part of the curriculum development process.</p> <p><input type="checkbox"/> Results from the periodic comprehensive assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>	<p><input type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure comprehensive assessments are analyzed, and the results are used to guide and adjust school curriculum decisions.</p> <p><input checked="" type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures comprehensive assessments are analyzed, and the results are used to guide and adjust school curriculum decisions.</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.6	59-20-60	<p>Results from the assessments are analyzed and the results from the analyses are used to guide instruction in the school’s academic assistance initiatives (homework center, tutoring program, etc.).</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p> <input checked="" type="checkbox"/> Although some results are analyzed and may be used to guide instruction in the school’s academic assistance initiatives (homework center, tutoring program, etc.) this analysis is not a routine part of the academic assistance initiatives development.</p> <p><input type="checkbox"/> Results from the periodic comprehensive assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>	<p><input type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed and the results are used to guide instruction in the school’s academic assistance initiatives (homework center, tutoring program, etc.).</p> <p><input checked="" type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed and the results are used to guide instruction in the school’s academic assistance initiatives (homework center, tutoring program, etc.).</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 3	Reference 59-18- 360	STANDARD: The curricula are assessed, monitored, and revised based upon the educational needs of students.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.1	59-18- 360	<p>The curriculum development process includes the involvement of staff, parents/guardians, members of the community, and students.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The staff is not involved in the curriculum development process.</p> <p><input type="checkbox"/> Parents/guardians are not involved in the curriculum development process.</p> <p><input type="checkbox"/> Community members are not involved in the curriculum development process.</p> <p><input type="checkbox"/> Students are not involved in the curriculum development process.</p> <p><input type="checkbox"/> The curriculum development process does not involve staff, parents/guardians, members of the community, and students.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must direct the review of existing curricula with representation from staff, parents/guardians, members of the community, and parents. The school leadership should revise and/or modify existing curricula on the basis of the educational needs of the students.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide workshops on curriculum development and review to all stakeholders.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker services to provide workshops on the curriculum development process.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide workshops focusing on the roles and responsibilities of SIC members.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.2	59-18-360	<p>Systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> A procedure is in place; however, interviews and/or documentation (or the lack of documentation) suggest that student needs and state assessment data are not used to assess the effectiveness of curricula.</p> <p><input type="checkbox"/> There is no documentation to confirm that systematic procedures are in place to evaluate the effectiveness of the curriculum on the basis of student needs and state assessment scores.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must ensure that the school follows established procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.</p> <p><input type="checkbox"/> The school leadership must direct a systematic procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide assistance with curriculum alignment through the curriculum calibration process.</p> <p><input type="checkbox"/> Provide workshop training in the Data Analysis Toolkit.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide benchmark tests.</p> <p><input type="checkbox"/> Provide workshops on using benchmark tests.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
C&I 3.3	59-20-60	<p>Resources and administrative support for curriculum development, evaluation, and revision are provided.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Resources for curriculum development, evaluation, and revision are inadequate.</p> <p><input type="checkbox"/> Administrative support for curriculum development, evaluation, and revision are inadequate.</p> <p><input type="checkbox"/> Resources and administrative support for curriculum development, evaluation, and revision are not provided.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must immediately develop and implement a process for resource allocation and administrative support for curriculum development and revision.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide workshops for training district administrators and teachers on curriculum review, evaluation, and revision.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide the CP&L School Leadership Executive Institute component entitled “Data Driven Decision Making.”</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker services for consultants to do curriculum evaluation.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.4	59-18- 360	<p>Staff responsibilities for curriculum development activities are identified.</p> <p>Findings:</p> <ul style="list-style-type: none"><input type="checkbox"/> The above indicator is fulfilled.<input type="checkbox"/> The above indicator is partially fulfilled.<ul style="list-style-type: none"><input type="checkbox"/> Staff responsibilities for curriculum development activities are identified; however, there is a lack of accountability or follow-up.<input type="checkbox"/> Staff responsibilities for curriculum development activities are not identified.	<ul style="list-style-type: none"><input type="checkbox"/> The school leadership must follow-up and hold teachers accountable for assigned responsibilities in the curriculum development process.<input type="checkbox"/> The school leadership must immediately assign staff responsibilities for curriculum development and disseminate responsibilities to the staff.	<p>Office of School Leadership</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide the CP&L School Leadership Executive Institute component entitled “Data Driven Decision Making.” <p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.
C&I 3.5	59-18- 360	<p>Each curriculum is revised to address gaps in student performance on state assessments.</p> <p>Findings:</p> <ul style="list-style-type: none"><input type="checkbox"/> The above indicator is fulfilled.<input type="checkbox"/> The above indicator is partially fulfilled.<ul style="list-style-type: none"><input type="checkbox"/> Curriculum revisions do not fully address gaps in student performance.<input type="checkbox"/> Curriculum revisions do not address gaps in student performance on state assessments.<input type="checkbox"/> There are no local curricula.	<ul style="list-style-type: none"><input type="checkbox"/> The school leadership must direct the revision of curricula using data from student performance on state assessments specifically focused on addressing gaps in student performance.	<p>Office of Curriculum and Standards</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide assistance with curriculum alignment through the curriculum calibration process.<input type="checkbox"/> Provide workshop training in the Data Analysis Toolkit. <p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.6	59-18- 900	<p>Disaggregated data are reviewed, analyzed, and used to plan for improvement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Disaggregated data are reviewed and analyzed, however, the results of the analyses are not used to plan for improvement.</p> <p><input type="checkbox"/> Disaggregated data are not reviewed, analyzed, and used to plan for improvement.</p>	<p><input type="checkbox"/> The school leadership must review existing process of data analysis and revise and/or modify to include the use of disaggregated data to plan for improvement.</p> <p><input type="checkbox"/> The school leadership must immediately establish a process to review, analyze and use disaggregated data to plan for improvement.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide training for administrators in the use of the Data Analysis Toolkit.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide the CP&L School Leadership Executive Institute component entitled “Data Driven Decision Making.”</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide resources for systematic data analysis.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 4	Reference 59-18- 900	STANDARD: The school and/or district use data to improve its curricula and instruction.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 4.1	59-18- 900	<p>The school and district annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted as necessary.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Longitudinal student performance data is reviewed, however, curricula and instructional programs are not adjusted based on the review.</p> <p><input type="checkbox"/> Longitudinal student performance data is not reviewed.</p>	<p><input type="checkbox"/> The school leadership must direct the review and revision and/or modification of the current practice of evaluating longitudinal student performance data to include how data will be used to make changes to curricula and instructional programs.</p> <p><input type="checkbox"/> The school leadership must direct the annual review of longitudinal student performance data and the use of this information to evaluate the effectiveness of the existing programs and resulting revisions and/or modifications.</p>	<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide assistance with curriculum alignment through the curriculum calibration process.</p> <p><input type="checkbox"/> Provide training in the Data Analysis Toolkit.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 5	Reference 59-18- 110	STANDARD: Each staff member and student have access to resources of the type and in the quantity needed to implement the curricula of the school effectively.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.1	59-18- 700	<p>Instructional materials, resources, and learning activities are aligned with the curricula and local and state standards. Instructional equipment is appropriate to the curricula and up to date; students have the necessary learning materials.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Instructional materials, resources, and learning activities are not aligned with the curricula and local and state standards.</p> <p><input type="checkbox"/> Instructional equipment is not appropriate to the curricula.</p> <p><input type="checkbox"/> Students do not have the access to necessary learning materials.</p> <p><input type="checkbox"/> Instructional materials, resources, and learning activities are not aligned with the curricula and local and state standards. Instructional equipment is not appropriate to the curricula and up to date; students do not have the necessary learning materials.</p>	<p><input type="checkbox"/> The school leadership must direct a review existing instructional materials, resources, and learning activities for alignment with local and standards.</p> <p><input type="checkbox"/> The school leadership must determine a plan to replace instructional equipment that does not evidence alignment with local and standards.</p> <p><input type="checkbox"/> The school leadership must review methods of allocation and revise and/or modify these methods to ensure appropriate provision of instructional materials and/or learning resources to all students.</p>	<p>Office of Curriculum and Instruction</p> <p><input type="checkbox"/> Provide training in selection of appropriate instructional materials, resources, and learning activities through the Standards in Practice model.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide new principals with training in the allocation of resources through the Leadership Academy’s Principal Induction Program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide training in developing guidelines for selecting appropriate materials and/or learning resources.</p> <p><input type="checkbox"/> Provide training in developing learning activities that support alignment with state and local standards.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.2	59-18-110	<p>Professional staff members are involved in the selection of instructional materials.</p> <p>Findings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> Professional staff is somewhat involved in the selection of instructional materials, however, not in a systemic manner. <input type="checkbox"/> Professional staff members are not involved in the selection of instructional materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school leadership must develop and implement a system for the selection of instructional materials that includes participation of staff members. 	<p>Office of School Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct the CP&L School Leadership Executive Institute for administrators, specifically the component entitled “Resource Allocation.” <p>Office of School Quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.
C&I 5.3	59-20-60	<p>Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs.</p> <p>Findings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is partially fulfilled. <ul style="list-style-type: none"> <input type="checkbox"/> Instructional apparatus and equipment in most laboratories, resource centers, and classrooms are maintained in good working condition. <input type="checkbox"/> Instructional apparatus and equipment in laboratories, resource centers, and classrooms are updated, however, the updates do not keep pace with changing needs. <input type="checkbox"/> Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are not maintained in good working condition. <input type="checkbox"/> Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are not regularly updated to meet changing needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school leadership must revise and/or modify existing plan to include a regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs. <input type="checkbox"/> The school leadership must develop a maintenance plan for the regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs. 	<p>Office of School Quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.4	59-20-60	<p>Resources in the community are utilized to enrich the curricula.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some community resources are used to enhance the curricula, however, not in a systemic manner.</p> <p><input type="checkbox"/> Resources in the community are not utilized to enrich the curricula.</p>	<p><input type="checkbox"/> The school leadership must review existing use of community resources and revise and/or modify this usage to promote effective school and community partnerships and to allow for maximum use of community’s resources.</p> <p><input type="checkbox"/> The school leadership must develop and implement a plan to use community resources to enrich the curricula.</p>	<p>Office of School Leadership</p> <p><input type="checkbox"/> Conduct the CP&L School Leadership Executive Institute for administrators, specifically the component entitled “Involving Parents and the Community.”</p> <p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Conduct workshops on increasing community and parental involvement in school activities.</p> <p><input type="checkbox"/> Conduct workshops on increasing school and business partnerships.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of <i>SICA</i> to conduct a workshop on the role of the SIC in securing community resources.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 6	Reference 59-52-40	<p>*STANDARD: The district and school have implemented challenging contextual instruction in math, language arts, and science, as well as instruction in <i>SCANS</i> and the SC Chamber of Commerce’s <i>Skills That Work</i>.</p> <p>* These indicators should be reviewed for high schools and applicable career centers.</p> <p>** These indicators should be reviewed for middle schools, high schools, and career centers.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 6.1	59-52-40 SC School-To- Work Transition Act Guidelines	<p>* The district and school have implemented a rigorous, relevant academic curriculum that includes:</p> <ul style="list-style-type: none"> The full complement of applied academic courses; Ensures that applied academic methodologies must be used as a teaching strategy in <ul style="list-style-type: none"> Mathematics for the Technologies 1, 2, 3, or 4 Communication for the Workplace 3 or 4 Applied Biology Physics for the Technologies Chemistry for the Technologies Ensures that each applied academic teacher has been trained. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The district has a rigorous, relevant academic curriculum that meets the above requirements. However, it is not being followed in the school.</p> <p><input type="checkbox"/> Applied academic teachers have not completed applied academic institute training prior to teaching the applied academic course.</p> <p><input type="checkbox"/> The district does not have a rigorous, relevant academic curriculum that meets the above requirements.</p>	<p><input type="checkbox"/> The school must take immediate steps to implement the existing rigorous, relevant academic curriculum.</p> <p><input type="checkbox"/> Each teacher teaching an applied academic course should complete appropriate applied academic institute training before teaching the applied academic course. Each teacher should be certified in the appropriate academic field.</p> <p><input type="checkbox"/> The district and school must develop a rigorous, relevant academic curriculum that includes:</p> <ul style="list-style-type: none"> The full complement of applied academic courses; Ensures that applied academic methodologies must be used as a teaching strategy in <ul style="list-style-type: none"> Mathematics for the Technologies 1, 2, 3, or 4 Communication for the Workplace 3 or 4 Applied Biology Physics for the Technologies Chemistry for the Technologies <p>Ensures that each applied academic teacher has been trained.</p>	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide staff development activities for the following instructional areas:</p> <p>Applied Academics:</p> <ul style="list-style-type: none"> Mathematics for the Technologies 1, 2, 3, or 4 Communication for the Workplace 3 or 4 Applied Biology Physics for the Technologies Chemistry for the Technologies <p><input type="checkbox"/> Provide guidance on applied academic institute training for the teacher who will teach the applied academic course(s).</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 6.2	59-52-40 SC School-To- Work Transition Act Guidelines	<p>** The curriculum includes instruction in the skills and competencies (basic, resource, information, systems, and technology skills) identified in the <i>SCANS (Unites States Secretary of Labor’s Commission on Achieving Necessary Skills) Report</i> and in the <i>Skills That Work Report</i> (South Carolina Chamber of Commerce).</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The skills and competencies identified in the <i>SCANS Report</i> have not been incorporated into the curriculum for all students.</p> <p><input type="checkbox"/> The skills and competencies identified in the <i>Skills That Work Report</i> have not been incorporated into the curriculum for all students.</p> <p><input type="checkbox"/> The skills and competencies identified in the <i>SCANS Report</i> and the <i>Skills That Work Report</i> have not been incorporated into the curriculum for all students.</p>	<p><input type="checkbox"/> The skills and competencies suggested in the <i>SCANS Report</i> must be incorporated into the curriculum for all students.</p> <p><input type="checkbox"/> The skills and competencies suggested in the <i>Skills That Work Report</i> must be incorporated into the curriculum for all students.</p> <p><input type="checkbox"/> The skills and competencies suggested in the <i>SCANS</i> and <i>Skills That Work Report</i> must be incorporated into the curriculum for all students.</p>	<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide a workshop for teachers on the skills and competencies defined in the <i>SCANS Report</i> (skills required to enter employment).</p> <p><input type="checkbox"/> Provide a workshop for teachers on the skills identified in the <i>Skills That Work Report</i> (skills required to be successful in the workplace).</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>



ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality**

Division of Professional Development and School Quality



Professional Development

School Year 2003 – 2004

School: Allendale-Fairfax High School

FOCUS AREA: Professional Development		
Number PD 1	Reference 59-24-50	CONTEXT: The context standards include learning communities, leadership, and resources and address the organization’s system and culture in which new learning will occur and be implemented.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 1.1	59-24-50 NSDC Standards for Staff Developm ent	<p>Learning Community - The school’s professional development improves the learning of all students by organizing adults into learning communities (ongoing teams) whose goals are aligned with those of the school and district.</p> <p>Model schools have learning communities that meet during a scheduled time within the school day to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school has established some teams that focus on student learning. However, learning communities are not integrated into routine school operations.</p> <p><input type="checkbox"/> The school has established learning communities. However, their goals are not aligned with the school renewal plan.</p> <p><input type="checkbox"/> The school does not organize adults into learning communities.</p>	<p><input type="checkbox"/> The school leadership must take action to enhance the existing learning communities to ensure that they are part of routine school operations.</p> <p><input type="checkbox"/> The school leadership must take action to align the goals of learning communities with those in the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must take action to organize adults into learning communities (ongoing teams) whose goals are aligned with those of the school and district.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 1.2	59-24-50 NSDC Standards for Staff Developm ent	<p>Leadership - Skillful school and district leaders guide instructional improvement through professional development that improves the learning of all students.</p> <p>Model schools have instructional leaders who promote teacher learning, provide opportunities to improve instruction (e.g. learning communities), create leadership opportunities among the staff, and coordinate resources to guide instructional improvement.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The principal does not promote teacher learning.</p> <p><input type="checkbox"/> The principal does not provide opportunities to improve instruction (i.e., PD time for collaboration, peer observation, feedback).</p> <p><input type="checkbox"/> The principal does not create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor).</p> <p><input type="checkbox"/> The principal does not coordinate resources (i.e., time and money) to guide instructional improvement.</p> <p><input type="checkbox"/> The principal does not take any action to guide instructional improvement through professional development that improves the learning of all students.</p>	<p><input type="checkbox"/> The principal must take action to promote teacher learning.</p> <p><input type="checkbox"/> The principal must take action to provide opportunities to improve instruction (i.e., PD, time for collaboration, peer observation, feedback).</p> <p><input type="checkbox"/> The principal must take action to create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor).</p> <p><input type="checkbox"/> The principal must take action to coordinate resources (i.e., time and money) to guide instructional improvement.</p> <p><input type="checkbox"/> The principal must take action to guide instructional improvement through professional development that improves the learning of all students including all of the actions above.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 1.3	59-24-50 NSDC Standards for Staff Developm ent	<p>Resources - The school's professional development improves the learning of all students by allocating appropriate resources to support adult learning and collaboration.</p> <p>Model schools coordinate resources (time and money) to facilitate job-embedded professional development and as appropriate, provide funding for conferences, workshops, coaching, stipends, facilitators, and on-site assistance to improve teaching and learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Some resources are allocated to support adult learning and collaboration; however, these resources are not sufficient.</p> <p><input type="checkbox"/> Resources are not coordinated to facilitate job-embedded professional development.</p> <p><input type="checkbox"/> Resources are not allocated to facilitate professional development that provides collaboration with colleagues during the school day.</p> <p><input type="checkbox"/> Resources are not allocated for other necessary professional development opportunities (conferences, coaching, stipends, facilitators and onsite assistance, workshops).</p> <p><input type="checkbox"/> No action is taken to ensure that the school's professional development improves the learning of all students by allocating appropriate resources to support adult learning and collaboration.</p>	<p><input type="checkbox"/> The school leadership must ensure that resources are coordinated to facilitate job-embedded professional development.</p> <p><input type="checkbox"/> The school leadership must ensure that resources are allocated to facilitate professional development that provides collaboration with colleagues during the school day.</p> <p><input type="checkbox"/> The school leadership must ensure that resources are allocated for other necessary professional development opportunities (conferences, coaching, stipends, facilitators and onsite assistance, workshops).</p> <p><input type="checkbox"/> The school leadership must take action to coordinate resources to provide appropriate professional development to support adult learning and collaboration including all the actions above.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Professional Development		
Number PD 2	Reference 59-24-50	PROCESS: The process standards refer to the design and delivery of professional development. They describe the process used to acquire new knowledge and skills. Professional development should be data-driven and research-based, and have strong evaluation, design, learning, and collaboration components.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.1	59-24-50 NSDC Standards for Staff Developm ent	<p>Data-driven - The school's professional development improves the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p> <p>Model schools use all data (test scores, attendance, discipline, drop-out rate, retention rate, etc.) relevant to or impacting student learning to drive instructional decisions, determine the focus of adult learning, and evaluate the impact of professional development on student achievement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Student data is not analyzed continuously (at least 4 times a year) to monitor and adjust the instructional program.</p> <p><input checked="" type="checkbox"/> Disaggregated data is not used to determine professional development needs.</p> <p><input checked="" type="checkbox"/> Teachers do not analyze student data to determine whether professional development is having desired effects on student learning.</p> <p><input type="checkbox"/> Professional development does not use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>	<p><input type="checkbox"/> The school leadership must analyze student data continuously (at least 4 times a year) to monitor and adjust the instructional program.</p> <p><input checked="" type="checkbox"/> The school leadership must use disaggregated data to determine professional development needs.</p> <p><input checked="" type="checkbox"/> Teachers must analyze student data to determine whether professional development is having desired effects on student learning.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to use a data-driven process to help improve the learning of all students including all of the actions above.</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.2	59-24-50 NSDC Standards for Staff Developm ent	<p>Evaluation - The school’s professional development improves the learning of all students by using multiple sources of information to guide improvement and demonstrate its impact.</p> <p>Model schools evaluate the teachers’ acquisition of new skills and knowledge, how this new learning affects teaching, and in turn, how new practices affect the learning of all students. (i.e., surveys to determine the effectiveness of training, observations to evaluate the level of implementation and the students’ results to determine the overall effectiveness of the professional development activities).</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input checked="" type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Surveys or discussions are not used to evaluate the effectiveness of professional development.</p> <p><input type="checkbox"/> Classroom observations are not used to evaluate the level of implementation of how new learning affects teaching practices.</p> <p><input checked="" type="checkbox"/> Students’ work is not analyzed to evaluate how the changes in teachers’ practices affects student learning.</p> <p><input type="checkbox"/> The school’s professional development does not use multiple sources of information to guide improvement and demonstrate its impact.</p>	<p><input type="checkbox"/> The school leadership must use surveys or discussions to evaluate the effectiveness of professional development.</p> <p><input type="checkbox"/> The school leadership must use classroom observations to evaluate the level of implementation of how new learning affects teaching practices.</p> <p><input checked="" type="checkbox"/> Teachers and administrators must use students’ work to evaluate how the changes in teachers’ practices affects student learning.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to include multiple sources of information to guide improvement and demonstrate the impact of professional development including all of the actions above.</p>	<p>Office of School Quality</p> <p><input checked="" type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input checked="" type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.3	59-24-50 NSDC Standards for Staff Developm ent	<p>Research based - The school’s professional development improves the learning of all students by preparing educators to apply research to their decision-making.</p> <p>Model schools use needs assessment results to research best practices/exemplary models before adopting programs to improve teaching and promote higher student achievement.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Educational research is not used when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).</p> <p><input type="checkbox"/> Educational research is not used to compare the students on whom the research was conducted with the students in their school.</p> <p><input type="checkbox"/> The school’s professional development does prepare educators not in any way to apply research to decision making.</p>	<p><input type="checkbox"/> The school leadership must use educational research when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).</p> <p><input type="checkbox"/> The school leadership must use educational research to compare the students on whom the research was conducted with the students in their school.</p> <p><input type="checkbox"/> The school leadership must use educational research to prepare educators to apply research in their decision-making, including the actions above.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.4	59-24-50 NSDC Standards for Staff Developm ent	<p>Design - The school’s professional development improves the learning of all students by helping teachers use appropriate learning strategies that are aligned to the intended goal of the lesson.</p> <p>Model schools design professional development to enhance teachers’ current skills and help them acquire new skills. Support and follow-up are essential for the practices to become a routine part of teachers’ instructional repertoire (i.e. training can be combined with coaching, demonstration lessons, video models, collaboration, study groups, and action research).</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Training, workshops, courses, and large group presentations are not provided to assist teachers in enhancing skills and/or acquire new skills.</p> <p><input type="checkbox"/> Professional development activities are not interactive (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).</p> <p><input type="checkbox"/> Professional development activities are not designed to provide follow-up sessions throughout the school year.</p> <p><input type="checkbox"/> The school’s professional development does not use learning strategies in any way that are appropriate to the intended goal.</p>	<p><input type="checkbox"/> The school leadership must use training, workshops, courses, and large group presentations to assist teachers in enhancing skills and/or acquire new skills.</p> <p><input type="checkbox"/> The school leadership must use interactive professional development activities (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).</p> <p><input type="checkbox"/> The school leadership must provide follow-up sessions to professional development activities throughout the school year.</p> <p><input type="checkbox"/> The school leadership must ensure teachers use appropriate learning strategies that are aligned to the intended goal of the lesson, including the actions above.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.5	59-24-50 NSDC Standards for Staff Developm ent	<p>Learning - The school’s professional development improves the learning of all students by applying knowledge about human learning and change.</p> <p>Model schools conduct professional development that incorporates the instructional methods teachers are expected to use in the classroom, while considering the career stages of the faculty and the impact of the change process.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Learning methods in professional development do not model the methods teachers are expected to use with their students.</p> <p><input type="checkbox"/> Minimal opportunities are provided for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).</p> <p><input type="checkbox"/> Professional development activities do not use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).</p> <p><input type="checkbox"/> The school’s professional development does not apply knowledge about human learning and change in any way.</p>	<p><input type="checkbox"/> The school leadership must ensure that learning methods taught during professional development sessions models the methods teachers are expected to use with their students.</p> <p><input type="checkbox"/> The school leadership must provide maximum opportunities for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).</p> <p><input type="checkbox"/> The school leadership must incorporate professional development activities that use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).</p> <p><input type="checkbox"/> The school leadership must apply knowledge about human learning and the change process to their professional development program including the actions above.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.6	59-24-50 NSDC Standards for Staff Developm ent	<p>Collaboration - The school’s professional development improves the learning of all students by providing educators with the knowledge and skills to collaborate.</p> <p>Model schools develop knowledge of strategies to monitor and improve group interactions, group decision-making strategies, group structures, stages of group development, conflict resolution, and effective interaction skills for team members.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Professional development activities designed to instruct teachers how to collaborate is available in some, but not all of the areas listed below:</p> <ul style="list-style-type: none">• designing lesson plans• critiquing student work• analyzing data• principals of planning• conflict resolution• team building• group dynamics• formulating questions• evaluating information <p><input type="checkbox"/> The school’s professional development does not in any way provide educators with the knowledge and skills to collaborate.</p>	<p><input type="checkbox"/> The school leadership must provide educators with the knowledge and skills to collaborate by providing them with growth opportunities in the areas below.</p> <ul style="list-style-type: none">• designing lesson plans• critiquing student work• analyzing data• principals of planning• conflict resolution• team building• group dynamics• formulating questions• evaluating information	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Professional Development		
Number PD 3	Reference 59-24-50	CONTENT: The content standards refer to the actual skills and knowledge that effective educators need to produce higher levels of student learning. The standards include equity, quality teaching and family involvement.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 3.1	59-24-50 NSDC Standards for Staff Developm ent	<p>Equity - The school’s professional development improves the learning of all students by preparing educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for students’ academic achievement.</p> <p>Model schools have professional development that helps teachers to understand the cognitive and social/emotional characteristics of students to provide all students with an appropriate curriculum. Teachers communicate high expectations for <u>all</u> students in an environment that is emotionally and physically safe.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Professional development opportunities are not available to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.</p> <p><input type="checkbox"/> Professional development opportunities are not available to provide differentiated learning activities and various ways to assess student progress.</p>	<p><input type="checkbox"/> Professional development opportunities must be provided to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.</p> <p><input type="checkbox"/> Professional development opportunities must instruct teachers on how to provide differentiated learning activities and various ways to assess student progress.</p> <p><input type="checkbox"/> Professional development activities must provide knowledge and skills on how to establish safe and orderly learning environments.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<input type="checkbox"/> Professional development activities are not available to provide teachers knowledge and skills to establish safe and orderly learning environments. <input type="checkbox"/> The school’s professional development does not in any way prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.	<input type="checkbox"/> The school leadership must prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for students’ academic achievement, including the actions above.	
PD 3.2	59-24-50 NSDC Standards for Staff Development	<p>Quality Teaching - The school’s professional development improves the learning of all students by deepening educators’ content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.</p> <p>Model schools have teachers who participate in sustained, rigorous professional development in the subjects they teach. Teachers receive training relative to teaching, the means by which they assess student progress and the research regarding human learning and development.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the subject(s) they teach.</p>	<input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the subject(s) they teach. <input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the strategies they use to teach those subjects. <input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the way in which they assess student progress. <input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching).	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
		<div><div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the strategies they use to teach.</div><div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the way they assess student progress.</div><div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching).</div><div><input type="checkbox"/> The school’s professional development does not deepen educators’ content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.</div></div>	<div><div><input type="checkbox"/> The school leadership must provide professional development activities that deepen educators’ content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately including the actions above.</div></div>	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 3.3	59-24-50 NSDC Standards for Staff Developm ent	<p>Family Involvement - The school’s professional development improves the learning of all students by providing educators with the knowledge and skills to involve families and other stakeholders appropriately.</p> <p>Model schools communicate and build partnerships with families and the community to increase home-school relationships that support student learning.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> Professional development activities designed to instruct teachers on how to involve families and other stakeholders is available in some, but not all of the areas listed below:</p> <ul style="list-style-type: none">• Parenting• Communicating• Volunteering• Learning at Home• Decision Making• Collaborating with the Community <p><input type="checkbox"/> The school’s professional development does not provide educators with knowledge and skills to involve families and other stakeholders appropriately.</p>	<p><input type="checkbox"/> The school leadership must provide educators with the knowledge and skills to involve families and other stakeholders including all of the areas below.</p> <ul style="list-style-type: none">• Parenting• Communicating• Volunteering• Learning at Home• Decision Making• Collaborating with the Community <p>(Note: see L&G 12 for more details on Parent/Family programs)</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Professional Development		
Number PD 4	Reference 59-26-40	STANDARD: The school has established programs that provide formal guidance to teachers and administrators on their individual professional growth.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 4.1	59-26-40	<p>Individual growth plans for teachers are supportive of the school renewal plan</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Individual growth plans generally support the school renewal plan but must be brought up to date to be more closely aligned.</p> <p><input type="checkbox"/> The individual growth plans of teachers do not support the school renewal plan.</p> <p><input type="checkbox"/> Teachers have not completed individualized professional growth plans.</p>	<p><input type="checkbox"/> The school leadership must review the individual growth plans of all teachers to ensure that they support the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must direct all teachers to complete individualized professional growth plans that support the school renewal plan.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 4.2	59-26-40	<p>All administrators have an individual, ongoing professional growth plan that is updated annually, is appropriate to their roles or positions, and supports their individual growth and organizational needs.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> Administrator professional growth plans are generally appropriate to their roles or positions, and support their individual growth and organizational needs; however, they need to be updated.</p> <p><input type="checkbox"/> The professional growth plans growth plans of administrators are not appropriate to their roles or positions, and do not support their individual growth and organizational needs</p> <p><input type="checkbox"/> Administrators do not have individualized professional growth plans.</p>	<p><input type="checkbox"/> The school leadership must review the professional growth plans of all administrators to ensure that they are appropriate to their roles or positions, and support their individual growth and organizational needs.</p> <p><input type="checkbox"/> All administrators must develop individualized professional growth plans that are appropriate to their roles or positions, and support their individual growth and organizational needs.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 4.3	59-26-40	<p>New principals are enrolled in a formalized induction program.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is partially fulfilled.</p> <p><input type="checkbox"/> The school district provides some informal services for new principals; however, they do not have a formal program.</p> <p><input type="checkbox"/> The school district does not provide any induction services for principals serving for the first time as head building administrators.</p>	<p><input type="checkbox"/> The school district must provide a formalized induction program for school principals serving for the first time as head building administrators.</p>	<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>



ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality**

Division of Professional Development and School Quality



Performance

School Year 2003 – 2004

School: Allendale-Fairfax High School

FOCUS AREA: Performance		
Number Per 1	Reference 59-18-310	<p>STANDARD: Schools who enroll students in grades three through eight use the PACT to measure the degree to which the school has successfully imparted knowledge and skills in the core curriculum. The school achieves a high level of performance or demonstrates improvement in performance on the PACT.*</p> <p>*This standard should be reviewed only for schools serving grades three through eight.</p>

Number	Reference	Indicator/Findings
Per 1.1	59-18-310	<p>A review of the latest school report card indicates that the school has an absolute rating of average or above.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> A review of the latest school report card indicates that the school has an absolute rating of below average or unsatisfactory.</p>
Per 1.2	59-18-310	<p>A review of the latest school report card indicates that the school has an improvement rating of average or above.</p> <p>Findings:</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> A review of the latest school report card indicates that the school has an improvement rating of below average or unsatisfactory.</p>

FOCUS AREA: Performance		
Number Per 2	Reference 59-18-310	STANDARD: Schools that enroll students in grades nine through twelve use Exit Examination success and eligibility for LIFE Scholarships to measure the degree to which the school has successfully imparted knowledge and skills in the core curriculum.* *This standard should be reviewed only for schools serving grades nine through twelve.

Number		Indicator/Findings
Per 2.1		A review of the latest school report card indicates that the school has an absolute rating of average or above. Findings: <input type="checkbox"/> Not applicable <input type="checkbox"/> The above indicator is fulfilled. <input checked="" type="checkbox"/> A review of the latest school report card indicates that the school has an absolute rating of below average or unsatisfactory.
Per 2.2		A review of the latest school report card indicates that the school has an improvement rating of average or above. Findings: <input type="checkbox"/> Not applicable <input type="checkbox"/> The above indicator is fulfilled. <input checked="" type="checkbox"/> A review of the latest school report card indicates that the school has an improvement rating of below average or unsatisfactory.



ERT Report Instrument

**Intervention and Assistance Team
Office of School Quality**

Division of Professional Development and School Quality



Comments and On-site Assistance Recommendations

School Year 2003 – 2004

School: Allendale-Fairfax High School

Comments

School: Allendale-Fairfax High School District: Allendale County

This section is not mandatory. However, it is available for any specific bulleted commendations or comments that would help improve student and school performance.

Commendations
<ul style="list-style-type: none">•••••••••

Comments
<ul style="list-style-type: none">•••••••••

On-Site Recommendations
2004–05 School Year

School: Allendale-Fairfax High School District: Allendale County

LEADERSHIP and GOVERNANCE

Based on the results of the external review, we recommend placement of the following leadership and governance personnel for this school.

2004-05 Leadership and Governance Recommendations		
Principal Specialist (replaces and acts as the school principal)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Principal Leader (acts as a full time coach and mentor for the principal)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Principal Mentor (acts as a part time coach and mentor)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Note: Each school can only receive one of the above personnel.

CURRICULUM

Based on the results of the external review, we recommend placement of a Curriculum Specialist in this school.

2004-05 Curriculum Specialist Recommendations	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

School: Allendale-Fairfax High School District: Allendale County

INSTRUCTION -

Based on the results of the external review, we recommend placement of Teacher Specialists in the following grades or content areas:

2004-05 TSOS Recommendations			
Select a “1” by the first priority for TSOS, a “2” by the second priority for TSOS, and so on until all the recommended TSOS placements are given a priority.			
Elementary School	Middle School	High School	Specialized
Kindergarten 0			
First grade 0	English 0	English 1	Special Education <input checked="" type="checkbox"/>
Second grade 0	Mathematics 0	Mathematics 2	English proficiency <input type="checkbox"/>
Third grade 0	Science 0	Science 3	(LEP)
Fourth grade 0	Social Studies 0		
Fifth grade 0			

External Review Team Members:

Names: _____

Signatures: _____